6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
6.06 Respond through purposeful movement to prominent music characteristics while listening to music.
6.07 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives
7.01 Devise criteria for evaluating performances and compositions of self and others.
7.02 Explain personal reactions to musical works.
7.03 Demonstrate respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives
8.01 Identify and explain commonalties between music and the other arts areas.
8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives
9.01 Identify the style of aural musical examples from various historical periods and cultures.
9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world.
9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.
9.04 Identify and describe roles of musicians in various musical settings and cultures.
9.05 Show respect for music from various cultures and historical periods.

MUSIC 3-5

Characteristics of the Upper Elementary School Student

Most upper elementary school students have adjusted to the structure of the school setting and are eager to take on new tasks and challenges. Students have increased coordination, are conscious of detail, and have increased communication skills. An increasing number of individual differences and abilities appear, and children are better able to cooperate and work in groups. The upper elementary music program provides opportunities for students to explore music alone and as part of a group.

The Learning Experience

The 3-5 music program is designed to reinforce the experiential learning of the primary grades and to create a foundation for additional music study as children progress to middle school. Performing, composing, improvising, and listening are supported by discussion and reflection to enhance musical understanding. In addition to participating in general music class, students may have the opportunity to begin band, orchestral, choral, or other specialized music studies.

Content Integration

Content integration is a natural way for children to organize and understand their world. The elementary music program provides rich opportunities for students to study music in relation to other content areas. Integration with visual arts, dance, and theatre is ongoing, as are interdisciplinary studies with English language arts, mathematics, science, social studies, and other areas of the curriculum. Music can be a vehicle for helping children understand major concepts such as patterns, cycles, and processes. Music can help students understand cultural diversity, the writing process, mathematical reasoning and concepts, the scientific process, and the impact of technological advances on music. Students are encouraged to model character traits such as respect, responsibility, kindness, integrity, courage, perseverance, self-discipline, and good judgment through their participation in music.

Presentations

Presentation of work is a natural progression in the study of music. Students will have opportunities to demonstrate their work in many venues at the elementary school level, however; the final product should not be the primary emphasis in the music class. Performances are simply a culmination of the process of studying and/or creating music. Presentations may take place through informal or formal sharing within the classroom for individuals, small groups, the entire class, or for various other audiences. The learning experience is the focus of these presentations even though a

final product may be produced. Informances may be used to demonstrate the process for how students arrive at the product or performance as a result of instruction. These experiences provide opportunities to define the roles of performers and audience members, teach students to respond to and critique music appropriately, and help children to build confidence and pride in their work.

Program Continuity

Throughout the curriculum, objectives progress sequentially from one grade level to the next. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. In programs where multiple opportunities for musical involvement exist (band, chorus, orchestra, etc), general music teachers should work cooperatively with other music teachers to ensure consistent curriculum delivery. The 3-5 music program prepares students to continue music studies at the middle school level.

MUSIC - Grade 3

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating increased pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying traditional symbols and terms and using appropriate terminology
- Developing skills in improvising, composing, and arranging music
- Developing listening, analyzing, and evaluating skills
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing simple songs with increased pitch accuracy.
1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
1.03 Sing simple songs with increased rhythmic accuracy.
1.04 Sing with proper vocal technique including head tones, clear diction, and correct posture.
1.05 Respond to the cues of a conductor.
1.06 Sing expressively with appropriate dynamics and phrasing.
1.07 Demonstrate beginning part-singing skills through performing rounds and simple ostinati.
1.08 Sing a variety of music representing diverse genres, styles, and cultures.
1.09 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Play with increased pitch accuracy.
2.02 Play with increased rhythmic accuracy.
2.03 Play with appropriate technique and posture.
2.04 Play expressively using appropriate dynamics.
2.05 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
2.06 Respond to the cues of a conductor.

2.07 Play music representing diverse styles, genres, and cultures.
2.08 Show respect for the playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise rhythmic questions and answer phrases.
3.02 Improvise simple major and minor pentatonic melodies.
3.03 Improvise simple rhythmic and melodic ostinato accompaniments.
3.04 Improvise simple rhythmic variations of familiar melodies.
3.05 Improvise short songs and instrumental pieces using a variety of sound sources, including electronic media.
3.06 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Create and arrange music to accompany readings or dramatizations.
4.02 Compose short pieces for voices or instruments using the pentatonic scale and varied rhythmic values.
4.03 Arrange simple pieces for voices or instruments.
4.04 Use a variety of sound, notational, and technological sources to compose music.
4.05 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Read whole, half, dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.
5.02 Read melodic notation in the treble clef.
5.03 Identify pitches on the treble clef.
5.04 Identify symbols and traditional terms referring to expressive qualities including dynamics and tempo.
5.05 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.
5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify simple music forms when presented aurally including AB, ABA, AABA, Call and Response, and Introduction/Coda.

6.02 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural music examples of various styles and cultures.
6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
6.04 Identify visually and aurally a variety of instruments including many orchestra and band instruments, and instruments from various cultures.
6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
6.07 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives
7.01 Devise criteria for evaluating performances and compositions of self and others.
7.02 Explain personal reactions to specific musical compositions and styles using appropriate terminology.
7.03 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives
8.01 Identify similarities and differences in the meanings of common terms used in the other arts.
8.02 Identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.
8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives
9.01 Identify the style of aural music examples from various historical periods and cultures.
9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world, past and present.
9.03 Identify various uses of music and describe characteristics that make certain music suitable for each use.
9.04 Identify and describe roles of musicians in various music settings and cultures.
9.05 Show respect for music from various cultures and historical periods.

MUSIC - Grade 4

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying traditional symbols and terms and using appropriate terminology
- Developing skills in improvising, composing, and arranging music
- Developing listening, analyzing, and evaluating skills
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing with pitch accuracy.
1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
1.03 Sing with rhythmic accuracy.
1.04 Sing with proper vocal technique including pure head tone, clear diction, and correct posture.
1.05 Respond to the cues of a conductor.
1.06 Sing expressively with appropriate dynamics, phrasing, and interpretation.
1.07 Blend vocal timbres and match dynamic levels while singing in a group.
1.08 Demonstrate part-singing skills through singing ostinatos, partner songs, and rounds.
1.09 Sing music representing diverse styles, genres, and cultures.
1.10 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Play with pitch accuracy.
2.02 Play with rhythmic accuracy.
2.03 Play with appropriate technique and posture.
2.04 Play expressively using appropriate dynamics, phrasing, and interpretation.

2.05 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
2.06 Respond to the cues of a conductor.
2.07 Play music representing diverse styles, genres, and cultures.
2.08 Show respect for the playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives
3.01 Improvise rhythmic and melodic question and answer phrases.
3.02 Improvise simple rhythmic and melodic ostinato accompaniments.
3.03 Improvise simple pentatonic and major diatonic melodies.
3.04 Improvise simple rhythmic and melodic variations of familiar melodies.
3.05 Improvise short songs and instrumental pieces using a variety of sound sources including electronic media.
3.06 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives
4.01 Create and arrange music to accompany readings or dramatizations.
4.02 Compose short music compositions for voices or instruments using pentatonic and major diatonic scales and varied rhythmic values.
4.03 Arrange simple compositions for voices or instruments.
4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.05 Show respect for the compositions and arrangements of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives
5.01 Read whole, half, dotted half, quarter, and eighth note and rest durations in 2/4, 3/4, and 4/4 meters.
5.02 Read pitch notation in the treble clef.
5.03 Identify symbols and traditional terms referring to expressive qualities, including dynamics and tempo.
5.04 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple musical patterns.
5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify simple music forms when presented aurally including AB, ABA, Call and Response, Rondo, Ballad, and Introduction/Coda.
6.02 Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of music of various styles and cultures.
6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.
6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
6.07 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Devise and use criteria for evaluating performances and compositions of self and others.
7.02 Explain personal reactions to specific musical works and styles using appropriate music terminology.
7.03 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.
8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Identify the style or genre of aural music examples from various historical periods and cultures.

9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world, past and present.

9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.

9.04 Identify and describe roles of musicians in various music settings and cultures.

9.05 Show respect for music from various cultures and historical periods.

MUSIC - Grade 5

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing with pitch and rhythmic accuracy.
1.02 Match pitch within a developmentally appropriate vocal range, using head tones.
1.03 Demonstrate the proper use of breath control while singing a phrase or simple song.
1.04 Respond to the cues of a conductor.
1.05 Sing with proper vocal technique including head tones, clear diction, and correct posture.
1.06 Sing expressively with appropriate dynamics, phrasing, and interpretation.
1.07 Demonstrate part-singing skills through singing ostinati, partner songs, rounds, and countermelodies.
1.08 Blend vocal timbres and match dynamics while singing in a group.
1.09 Sing music representing diverse styles, genres, and cultures.
1.10 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Play with pitch and rhythmic accuracy.
2.02 Play with appropriate technique and posture.
2.03 Play expressively using appropriate dynamics, phrasing, and interpretation.

2.04 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.
2.05 Respond to the cues of a conductor.
2.06 Play music representing diverse styles, genres, and cultures.
2.07 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives
3.01 Improvise rhythmic and melodic question and answer phrases.
3.02 Improvise rhythmic and melodic ostinato accompaniments.
3.03 Improvise simple major and minor pentatonic and diatonic melodies.
3.04 Improvise rhythmic variations and melodic embellishments on familiar melodies.
3.05 Improvise increasingly complex songs and instrumental pieces using a variety of sound sources, including electronic media.
3.06 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives
4.01 Create and arrange music to accompany readings or dramatizations.
4.02 Compose short pieces for voices or instruments using major and minor pentatonic and diatonic scales and varied rhythmic values.
4.03 Arrange simple pieces for voices or instruments.
4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.05 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives
5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, and 6/8 meters.
5.02 Read melodic notation in the treble clef.
5.03 Identify notated pitches in the treble and/or bass clef.
5.04 Identify symbols and traditional terms referring to expressive qualities including dynamics and tempo.
5.05 Use standard symbols to notate meter, rhythm, pitch, and dynamics in patterns.
5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify music forms when presented aurally including AB, ABA, AABA, Call and Response, Rondo, Theme and Variations, Ballad, and Introduction/Coda.
6.02 Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of varied musical styles and cultures.
6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.
6.05 Identify solo and group vocal timbres including children's voices, and male/female adult voices.
6.06 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
6.07 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Devise and use criteria for evaluating performances and compositions of self and others.
7.02 Explain, using appropriate music terminology, personal reactions to specific musical works and styles.
7.03 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.
8.02 Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.
8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally performing music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Identify the style of aural musical examples from various historical periods and cultures.

9.02 Describe in simple terms how elements of music are used in music examples from various cultures in the world.

9.03 Identify various uses of music, and describe characteristics that make certain music suitable for each use.

9.04 Identify and describe roles of musicians in various musical settings and cultures.

9.05 Show respect for music from various cultures and historical periods.

MUSIC 6-8

Characteristics of the Young Adolescent

The period of adolescence is one marked by change. Students in grades 6-8 are changing physically, socially, emotionally, and intellectually. During this time, adolescents are struggling to define themselves as individuals and in relation to others. They begin to question the role of adults in their lives, and their peers take on increasing importance. They face many unique challenges as they struggle to find themselves in this transition between childhood and adulthood.

The Learning Experience

The middle grades program is designed to act as a bridge between the elementary and high school music programs. Teachers guide students through developmentally appropriate experiences in music which help to build necessary skills for success in both music and other facets of life. Singing experiences are adjusted appropriately to accommodate the changing voice. Students work more frequently within a group of peers, demonstrating skills of cooperation, and learning to compromise and be team players.

Students will have many opportunities to experience music at the middle school level. They may choose to participate in general, choral, and/or instrumental music courses. Because the curriculum is described in a grade-by-grade format, it will be necessary for the teacher to differentiate objectives appropriately according to the nature of the course and the instructional levels of students. Although more emphasis may be placed on particular objectives according to the content of a course, a comprehensive music education incorporating objectives from all of the competency goals continues through the middle school level to perpetuate the musical growth of every child.

Content Integration

Music is studied both as a self-contained content area and as an integral component of the academic curriculum. Integration with visual arts, dance, and theatre is ongoing, as are interdisciplinary projects with English Language Arts, Mathematics, Science, Social Studies, and other content areas.

Presentations

Presentation of work is a natural progression in the study of music. Students are provided opportunities to demonstrate their work in many venues at the middle school level. However, the final product or performance should not be the primary emphasis in the music class; performances are simply a culmination of the process of studying and/or creating music. Informances, demonstrating the process for how students arrive at a performance as a result of instruction, are appropriate at this level. Performing is a learning experience that helps students define the roles of performers and audience members, teaches students to respond to and critique music appropriately, and helps students to build confidence and pride in their work. Performances also help foster an appreciation of music as an art form and as a form of communication.

Program Continuity

Ideally, students have completed a rich and comprehensive K-5 program in music before entering the middle school music program. Because of the musical background developed in elementary school, students will be prepared and motivated for more advanced musical experiences. Teachers in varying situations will need to modify objectives depending on the amount of previous music instruction students have received. Additionally, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. The middle school music program prepares students to continue music studies at the high school level.

MUSIC - Grade 6

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing with pitch and rhythmic accuracy and proper breath control, in an appropriate range.
1.02 Respond to the cues of a conductor.
1.03 Sing music of appropriate voicing, with expression and technical accuracy.
1.04 Sing music representing diverse styles, genres, and cultures.
1.05 Show respect for the singing efforts of others.

Additionally, for students participating in choral classes:

1.06 Create harmony by singing 2-part songs, partner songs, and rounds.
1.07 Sing music written in easy keys, meters, and rhythms in limited ranges.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Play at least one instrument with appropriate posture, playing position, and technique.
2.02 Respond to the cues of a conductor.
2.03 Play music representing diverse styles, genres, and cultures.
2.04 Show respect for the instrumental playing efforts of others.

Additionally, for students participating in instrumental classes:

2.05 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.

2.06 Play music written in easy keys, meters, and rhythms in limited ranges.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise melodies.

3.02 Improvise rhythmic variations of given melodies.

3.03 Improvise short melodies while accompanied by specified patterns.

3.04 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast.

4.02 Create an arrangement of an existing composition, using different voices and/or instruments.

4.03 Use a variety of sound, notational, and technological sources to compose music.

4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8 and 2/2 meters.

5.02 Identify pitches in treble and bass clefs.

5.03 Sightread simple melodic notation in the treble clef.

5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify specific music events in a given aural example, using appropriate terminology.

6.02 Identify elements of music in aural examples representing diverse genres and cultures.

6.03 Identify the basic principles of meter, rhythm, and tonality in analyses of music.

6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.05 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.
7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
7.03 Identify and describe how interacting musical elements impact one's feelingful response to music.
7.04 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.
8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Identify the distinguishing characteristics of representative music genres and styles from a variety of cultures.
9.02 Describe how elements of music are used in various exemplary musical compositions.
9.03 Compare across several cultures of the world and in history, the functions of music, roles of musicians, and conditions under which music is typically performed.
9.04 Show respect for music from various cultures and historical periods.

MUSIC - Grade 7

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing consistently on pitch, with accurate rhythm and proper breath control, in an appropriate range.
1.02 Respond to the cues of a conductor.
1.03 Sing music of appropriate voicing, with expression and technical accuracy.
1.04 Sing music representing diverse styles, genres, and cultures.
1.05 Show respect for the singing efforts of others.

Additionally, for students participating in choral classes:

1.06 Sing music written in two and three parts.
1.07 Sing music written in a variety of keys, meters, and rhythms, in limited ranges.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Play at least one instrument with appropriate posture, playing position, and technique.
2.02 Respond to the cues of a conductor.
2.03 Play music representing diverse styles, genres, and cultures.
2.04 Play by ear simple melodies.
2.05 Show respect for the instrumental playing efforts of others.

Additionally, for students participating in instrumental classes:

2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expression and technical accuracy.

2.07 Play music written in a variety of keys, meters, and rhythms in limited ranges.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise melodies and accompaniments.

3.02 Improvise melodic variations using major and minor pentatonic and diatonic scales.

3.03 Improvise short melodies, unaccompanied and over given rhythmic accompaniments.

3.04 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose short pieces using the basic elements of music to demonstrate tension and release.

4.02 Create an arrangement of an existing composition, using different voices and/or instruments.

4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.

4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, and 2/2 meters.

5.02 Identify pitches in the treble and bass clefs.

5.03 Sightread pitch notation in the treble and bass clefs.

5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

5.05 Use standard notation to record own musical ideas and musical ideas of others.

5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Discuss specific musical events in a given aural example, using appropriate terminology.
6.02 Discuss elements of music in aural examples representing diverse genres and cultures.
6.03 Identify and discuss the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.
6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.05 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions and apply criteria in personal listening and performing.
7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the musical style and offer constructive suggestions for improvement.
7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music.
7.04 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.
8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.
8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Discuss the distinguishing characteristics of representative music genres and styles from a variety of cultures.

9.02 Identify various exemplary musical compositions and discuss characteristics that cause each work to be considered exemplary.

9.03 Compare across several cultures of the world and in history functions of music, roles of musicians, and conditions under which music is typically performed.

9.04 Show respect for music from various cultures and historical periods.

MUSIC - Grade 8

The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing consistently on pitch, with accurate rhythm and proper breath control, in an appropriate range.
1.02 Respond to the cues of a conductor.
1.03 Sing music of appropriate voicing, with expression and technical accuracy.
1.04 Sing music representing diverse styles, genres, and cultures.
1.05 Show respect for the singing efforts of others.

Additionally, for students participating in choral classes:

1.06 Sing music written in 2 and 3 parts.
1.07 Sing music written in modest ranges which may include changes of tempo, key, and meter.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Play at least one instrument with appropriate posture, playing position, and technique.
2.02 Respond to the cues of a conductor.
2.03 Play music representing diverse styles, genres, and cultures.
2.04 Play by ear simple melodies and accompaniments.
2.05 Show respect for the instrumental playing efforts of others.

Additionally, for students participating in instrumental music classes:

2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.

2.07 Play music written in modest ranges which may include changes of tempo, key, and meter.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise melodies and harmonic accompaniments.

3.02 Improvise rhythmic and melodic variations using major and minor pentatonic and diatonic scales.

3.03 Improvise short melodies, unaccompanied and over given rhythmic. accompaniments, each in a consistent style, meter, and tonality.

3.04 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast, and tension and release.

4.02 Create an arrangement of an existing composition, using different voices and/or instruments.

4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.

4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/3, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.

5.02 Read melodic notation in the treble and bass clefs.

5.03 Identify symbols and traditional terms referring to expressive musical qualities including dynamics and tempo.

5.04 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.

5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Describe and explain specific musical events in a given aural example, using appropriate terminology.

6.02 Analyze elements of music in aural examples representing diverse genres and cultures.

6.03 Describe and explain the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.

6.04 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.

6.05 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.

7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music.

7.04 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art.

8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.

8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Describe and explain the distinguishing characteristics of representative music genres and styles from a variety of cultures.

9.02 Classify various exemplary musical compositions and discuss the characteristics that cause each work to be considered exemplary.

9.03 Compare in several cultures of the world and in history the functions music serves, roles of musicians, and conditions under which music is typically performed.

9.04 Show respect for music from various cultures and historical periods.

MUSIC 9-12

Characteristics of the Adolescent/ Young Adult

The period of adolescence/young adulthood is a time of increasing maturity, responsibility, independence, and self-expression. Students at this level can accommodate and accept increasing challenges as they move from participating in concrete experiences to formulating and understanding abstract ideas and concepts. High school students exhibit high attention spans, are very peer oriented, are intellectually curious, have increased social maturity, have a great interest in proficiency, and have greater individual variability due to differences in maturation rates. During the high school years, students focus on learning skills and concepts for work and life. Students in grades 9-12 select course of study pathways, set personal goals, and make career choices.

The Learning Experience

Music at the high school level builds on K-8 music experiences as a comprehensive, sequential, and discipline-based program. Students continue to broaden their respect for and understanding of music as an art form. Students examine the relationship of music to other content areas and the role and meaning of music in various social, cultural, and historical contexts. Technical expertise, artistic expression, and aesthetic judgment are enhanced through reflective practice, study, and evaluation of their own work and that of others.

High school courses are offered at varying skill levels, providing for sequential development. Students have opportunities to participate in a wide variety of courses that help meet their individual needs and/or interests such as band, orchestra, chorus, vocal and instrumental jazz ensembles, music theory, music history/appreciation, electronic music, piano class, and/or guitar class. Although more emphasis may be placed on particular objectives in various courses, a comprehensive music education incorporating objectives from all of the goals continues through the high school level to perpetuate the musical growth of every student.

Presentations

Presentation of work is a natural progression in the study of music. A high-quality performance is only one of many valid outcomes of music education. Students will have opportunities to demonstrate their work in many venues at the high school level. Performances are a culmination of the process of studying and/or creating music. Performances should not determine the curriculum; but, excellent, high-quality performances are typical at the high school level. Informances, demonstrating the process that students use to arrive at a performance as a result of instruction, are also appropriate at this

level. Performing is a learning experience that helps students to define the roles of performers and audience members, teaches students to respond to and critique music appropriately, and helps students to build confidence and pride in their work. Performances also help foster an appreciation of music as an art form and as a form of communication.

Course of Study

At the high school level, students participate in a sequential course of study consisting of choices in Vocal Music (Levels I-IV), Instrumental Music (Levels I-IV), or General Music. Overviews of these courses are provided in the course descriptions, and may be further developed by the Local Education Agency (LEA). Teachers in varying situations may need to modify objectives depending on the amount and content of students' previous instruction in music. Additionally, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each course level, or whenever differentiation is appropriate. Students are encouraged to create and maintain music portfolios, which may be a combination of written, audio, or visual examples of their work. The high school music curriculum is designed for both students who intend to pursue music as a profession and students who have a general interest in music.

MUSIC - Vocal Music I

Vocal Music I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Vocal Music I. Examples of courses which may be offered as a level I vocal class include: Chorus I, Girls' Chorus, Boys' Chorus, and other courses developed by the LEA. Students participating in a Vocal Music I course are expected to meet all of the goals and objectives provided in the SCS. Vocal Music I will provide students with opportunities to:

- Develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument
- Sing vocal literature which may include changes in tempi, keys, and meters, written in modest ranges
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music I prepares students for further vocal studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Demonstrate correct vocal practices.
1.02 Sing easy vocal literature which may include changes in tempo, key, and meter, written in modest ranges.
1.03 Sing vocal literature representing diverse genres, styles, and cultures.
1.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Select and utilize appropriate instrumental accompaniments in a wide variety of historical and cultural styles.
2.02 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise simple melodic and rhythmic patterns.
3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose and arrange music incorporating appropriate voicings and ranges.
4.02 Compose music in several distinct styles using the elements of music.
4.03 Use a variety of sounds, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
5.02 Sightread melodies.
5.03 Notate melodies.
5.04 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.
5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify basic musical forms.
6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
6.03 Recognize and identify a variety of compositional techniques.
6.04 Identify various types of accompaniments.

6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Apply specific criteria for making informed, critical evaluations of music.
7.02 Evaluate musical works by comparing them to similar or exemplary models.
7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
7.04 Apply rules of standard English in written evaluations of music.
7.05 Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music.
7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Identify the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.
8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are related to those of music.
8.03 Use knowledge of mathematical relationships to create original compositions.
8.04 Identify the roles of creators, performers, and others involved in the production and presentation of the arts.
8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.
9.03 Examine the role of music/musicians in at least two different cultures and/or time periods.
9.04 Show respect for music from various cultures and time periods.

MUSIC - Vocal Music II

Vocal Music II continues to build on the comprehensive music education students have received in Vocal Music I. The LEA has flexibility in determining and developing courses which meet the competency goals and objectives for Vocal Music II. Examples of courses which may be offered as a level II vocal class include: Chorus II, Girls' Chorus, Boys' Chorus, and other courses developed by the LEA. Students participating in a Vocal Music II course are expected to meet all of the goals and objectives provided in the SCS. Vocal Music II will provide students with opportunities to:

- Develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Sing vocal literature which includes moderate technical demands, expanded ranges, and varied interpretive requirements
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music II prepares students for further vocal studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing with increased technical accuracy.
1.02 Sing increasingly difficult vocal literature which contains moderate technical demands, expanded ranges, and varied interpretive requirements.
1.03 Sing vocal literature representing diverse genres, styles, and cultures.
1.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Select and use appropriate instrumental accompaniments in a wide variety of historical and cultural styles.
2.02 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose and arrange music incorporating appropriate voicings and ranges.
4.02 Compose music in several distinct styles using the elements of music.
4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
5.02 Demonstrate the ability to read individual part of a vocal score by describing how the elements of music are used.
5.03 Sightread musical examples in the treble and bass clefs.
5.04 Notate and transpose simple melodies using standard notation.
5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify musical forms representing various historical periods.
6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
6.03 Discuss a variety of compositional techniques.

6.04 Explain various accompaniments.
6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Apply specific criteria for making informed, critical evaluations of music.
7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
7.04 Apply rules of standard English in written evaluations of music.
7.05 Explain how interacting musical elements impact one's aesthetic or feelingful response to music.
7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Apply standard rules of written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.
8.03 Use knowledge of mathematical relationships to create original compositions.
8.04 Synthesize and apply information from other content areas to facilitate musical understanding.
8.05 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.
8.06 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Classify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.

9.02 Recognize and identify ways that music reflects history.

9.03 Evaluate the role of music by identifying and applying criteria to draw conclusions or make predictions about the past, present, and future roles of music in history and culture.

9.04 Show respect music from various cultures and time periods.

MUSIC - Vocal Music, Level III

Vocal Music III continues to build on the comprehensive music education students have received in Vocal Music II. The LEA has flexibility in determining and developing courses which meet the competency goals and objectives for Vocal Music III. Examples of courses which may be offered as a level III vocal class include: Chorus III, Girls' Chorus, Boys' Chorus, Vocal Ensemble, Concert Choir, A Cappella Choir, and other courses developed by the LEA. Students participating in a Vocal Music III course are expected to meet all of the competency goals and objectives provided in the SCS. Vocal Music III will provide students with opportunities to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music III prepares students for further vocal studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
1.02 Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.
1.03 Sing vocal literature representing diverse genres, styles, and cultures.
1.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Select and use appropriate instrumental accompaniments in a variety of historical and cultural styles.
2.02 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise melodies with rhythmic and melodic variations.
3.02 Improvise accompaniments in a variety of styles.
3.03 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose and arrange music incorporating appropriate voicings and ranges.
4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, 3/8, 12/8, 2/2, and mixed meters.
5.02 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.
5.03 Sightread moderately difficult musical examples with accuracy and expression.
5.04 Notate moderately difficult music examples using standard notation.
5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify musical forms representing diverse genres and cultures.
6.02 Demonstrate increased knowledge of the technical vocabulary of music.

6.03 Analyze and describe the elements of music in a given work.
6.04 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.
6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
7.03 Examine and determine the best economic value of instruments, materials, or recordings to make informed choices.
7.04 Apply rules of standard English in written evaluations of music.
7.05 Evaluate a given musical work in terms of its aesthetic qualities and explain musical devices it used to evoke feelings and emotions.
7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Apply rules of standard English to compare and contrast the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
8.02 Analyze ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.
8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.

9.02 Recognize and identify ways that music reflects history.

9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.

9.04 Show respect for music from various cultures and time periods.

MUSIC – Vocal Music IV

Vocal Music IV continues to build on the comprehensive music education students have received in Vocal Music III. The LEA has flexibility in determining and developing courses which meet the competency goals and objectives for Choral Music IV. Examples of courses which may be offered as a level IV vocal class include: Chorus IV, Girls' Chorus, Boys' Chorus, Vocal Ensemble, Concert Choir, A Cappella Choir, Madrigal Singers, and other courses developed by the LEA. Students participating in a Vocal Music IV course are expected to meet all of the competency goals and objectives provided in the SCS. Vocal Music IV will provide students with opportunities to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills with traditional and non-traditional music
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music IV prepares students for further vocal studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
1.02 Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.
1.03 Sing vocal literature representing diverse genres, styles, and cultures.
1.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Select and utilize appropriate instrumental accompaniments in a wide variety of historical and cultural styles.
2.02 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose and arrange music incorporating appropriate voicings and ranges.
4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.
5.02 Sightread difficult musical examples with accuracy and expression.
5.03 Notate moderately difficult music examples using standard notation.
5.04 Read and interpret standard and non-standard notation.
5.05 Create musical examples using non-standard notation.
5.06 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
5.07 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Compare and contrast musical forms representing diverse genres and cultures.
6.02 Demonstrate extensive knowledge of the technical vocabulary of music.

6.03 Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive.
6.04 Demonstrate the ability to perceive and remember musical events by describing in detail significant events occurring in a given aural example.
6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
7.03 Apply rules of standard English in written evaluations of music.
7.04 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it used to evoke feelings and emotions.
7.05 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
8.02 Generalize ways in which the concepts and skills of other content areas outside the arts are related to those of music.
8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Classify unfamiliar yet representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.

9.02 Explain how music has evolved over time.

9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about social outcomes.

9.04 Show respect for music from various cultures and time periods.

MUSIC – Instrumental Music I

Instrumental Music I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music I. Examples of courses which may be offered as a level I instrumental class include: Band, Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental I course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music I will provide students with opportunities to:

- Develop and demonstrate appropriate instrumental practices
- Play instrumental literature which may include changes in tempi, keys, and meters, written in modest ranges
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music I prepares students for further instrumental studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing selected instrumental parts.
1.02 Use singing to support instrumental study.
1.03 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Recognize and demonstrate appropriate instrumental technique.
2.02 Play simple instrumental literature using a variety of keys, meters, tempi, and rhythms in modest ranges.

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2.03 Play a varied repertoire of instrumental music representing diverse styles, genres, and cultures.
2.04 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives
3.01 Improvise simple melodic and rhythmic patterns.
3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives
4.01 Compose and arrange music incorporating appropriate voices and ranges.
4.02 Compose music in several distinct styles using the elements of music.
4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives
5.01 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
5.02 Sightread simple musical examples.
5.03 Notate simple melodies.
5.04 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.
5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives
6.01 Identify basic musical forms.
6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
6.03 Recognize and identify a variety of compositional techniques.
6.04 Identify various types of accompaniments.
6.05 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Apply specific criteria for making informed, critical evaluations of music.
7.02 Evaluate musical works by comparing them to similar or exemplary models.
7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
7.04 Apply rules of standard English in written evaluations of music.
7.05 Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music.
7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Identify the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.
8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.
8.03 Use knowledge of mathematical relationships to create original compositions.
8.04 Identify the roles of creators, performers, and others involved in the production and presentation of the arts.
8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.
9.03 Examine the role of music/musicians in at least two different cultures and/or time periods.
9.04 Show respect for music from various cultures and time periods.

MUSIC – Instrumental Music II

Instrumental Music II continues to build on the comprehensive music education students have received in Instrumental Music I. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music II. Examples of courses which may be offered as a level II instrumental classes include: Band, Concert Band, Symphonic Band, Wind Ensemble, String Ensemble, Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental II course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music II will provide students with opportunities to:

- Develop and demonstrate appropriate instrumental practices
- Play with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Play instrumental literature which includes moderate technical demands, expanded ranges, and varied interpretive requirements
- Singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music II prepares students for further instrumental studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing selected instrumental parts.
1.02 Use singing to support instrumental study.
1.03 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Play with increased technical accuracy.
2.02 Play increasingly difficult instrumental literature which contains moderate technical demands, expanded ranges, and varied interpretive requirements.

2.03 Play instrumental literature representing diverse genres, styles, and cultures.
2.04 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise melodic and rhythmic patterns and accompaniments in a variety of styles.
3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose and arrange music incorporating appropriate voicings and ranges.
4.02 Compose music in several distinct styles using the elements of music.
4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters.
5.02 Demonstrate the ability to read individual part of an instrumental score by describing how the elements of music are used.
5.03 Sightread simple musical examples with reasonable accuracy.
5.04 Notate and transpose simple melodies using standard notation.
5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify musical forms representing various historical periods.
6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
6.03 Discuss a variety of compositional techniques.
6.04 Explain various accompaniments.
6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Apply specific criteria for making informed, critical evaluations of music.
7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
7.04 Apply rules of standard English in written evaluations of music.
7.05 Explain how interacting musical elements impact one's aesthetic or feelingful response to music.
7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Apply standard rules of written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music.
8.03 Use knowledge of mathematical relationships to create original compositions.
8.04 Synthesize and apply information from other content areas to facilitate musical understanding.
8.05 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.
8.06 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Classify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods.
9.02 Recognize and identify ways that music reflects history.
9.03 Evaluate the role of music by identifying and applying criteria to draw conclusions or make predictions about the past, present, and future roles of music in history and culture.
9.04 Show respect music from various cultures and time periods.

MUSIC – Instrumental Music III

Instrumental Music III continues to build on the comprehensive music education students have received in Instrumental Music II. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music III. Examples of courses which may be offered as a level III instrumental class include: Band, Concert Band, Symphonic Band, Wind Ensemble, Jazz Band, String Ensemble, Orchestra, Concert Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental III course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music III will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music III prepares students for further instrumental studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing selected instrumental parts.
1.02 Use singing to support instrumental study.
1.03 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
2.02 Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.
2.03 Play instrumental literature representing diverse genres, styles, and cultures.
2.04 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise melodies with rhythmic and melodic variations.
3.02 Improvise accompaniments in a variety of styles.
3.03 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose and arrange music incorporating appropriate voicings and ranges.
4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 12/8, 2/2, and mixed meters.
5.02 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used.
5.03 Sightread moderately difficult musical examples with accuracy and expression.
5.04 Notate moderately difficult music examples using standard notation.
5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
5.06 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify musical forms representing diverse genres and cultures.
6.02 Demonstrate increased knowledge of the technical vocabulary of music.
6.03 Analyze and describe the elements of music in a given work.
6.04 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.
6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
7.03 Examine and determine the best economic value of instruments, materials, or recordings to make informed choices.
7.04 Apply rules of standard English in written evaluations of music.
7.05 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
7.06 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Apply rules of standard English to compare and contrast the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
8.02 Analyze ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.
8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.

9.02 Recognize and identify ways that music reflects history.

9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.

9.04 Show respect for music from various cultures and time periods.

MUSIC – Instrumental Music IV

Instrumental Music IV continues to build on the comprehensive music education students have received in Instrumental Music III. The LEA has flexibility in determining and developing courses which meet the goals and objectives for Instrumental Music IV. Examples of courses which may be offered as a level IV instrumental class include: Concert Band, Symphonic Band, Wind Ensemble, Jazz Band, String Ensemble, Concert Orchestra, Guitar Class, Piano Class, and other courses developed by the LEA. Students participating in an Instrumental IV course are expected to meet all of the goals and objectives provided in the SCS. Instrumental Music IV will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sightreading and eartraining skills
- Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills with traditional and non-traditional music
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Instrumental Music IV prepares students for further instrumental studies in music.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing selected instrumental parts.
1.02 Use singing to support instrumental study.
1.03 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy.
2.02 Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.
2.03 Play instrumental literature representing diverse genres, styles, and cultures.
2.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.
3.02 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose and arrange music incorporating appropriate voicings and ranges.
4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.
5.02 Sightread advanced musical examples with accuracy and expression.
5.03 Notate and transpose moderately difficult music examples using standard notation.
5.04 Read and interpret standard and non-standard notation.
5.05 Create musical examples using non-standard notation.
5.06 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
5.07 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Compare and contrast musical forms representing diverse genres and cultures.
6.02 Demonstrate extensive knowledge of the technical vocabulary of music.
6.03 Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive.
6.04 Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example.
6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.06 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models.
7.03 Apply rules of standard English in written evaluations of music.
7.04 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it used to evoke feelings and emotions.
7.05 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.
8.02 Generalize ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music.
8.03 Synthesize and apply information from other content areas to facilitate musical understanding.
8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Classify unfamiliar yet representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.

9.02 Explain how music has evolved over time.

9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.

9.04 Show respect for music from various cultures and time periods.

MUSIC - General Music/All Other High School Electives

The competency goals and objectives of General Music/All Other High School Electives are provided as a guide for the development of all other high school electives. Examples of courses which may be offered include: General Music, Music Theory, Music History, Music Appreciation, Electronic Music, and all other music courses developed by the LEA. Students participating in music courses are expected to meet all of the goals and objectives provided in the SCS, although the emphasis on particular goals and objectives may vary depending upon the content of the course. Emphasis in these courses may provide students with opportunities to:

- Demonstrate appropriate expressive and technical vocal and instrumental practices
- Demonstrate pitch and rhythmic accuracy
- Read and notate rhythmic and melodic patterns
- Identify and apply traditional symbols and terms and use appropriate terminology
- Improvise, compose, and arrange music
- Listen to, analyze, and evaluate music
- Develop understanding of music in relation to history, culture, and other content areas
- Show respect for the efforts of others

Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.

Strands: Creating, Performing, Responding, Understanding

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing with increased vocal proficiency.
1.02 Sing selected instrumental parts.
1.03 Sing a varied repertoire of music.
1.04 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Recognize and demonstrate appropriate instrumental technique.
2.02 Play instrumental music representing diverse styles, genres, and cultures.
2.03 Show respect for the instrumental playing efforts of others.

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise simple melodic and rhythmic patterns and accompaniments in a variety of styles.
3.02 Improvise variations on a simple melody.
3.03 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose and arrange music incorporating appropriate voicings and ranges.
4.02 Plan logical steps and organize resources necessary to create compositions in varied styles.
4.03 Synthesize the study and characteristics of several styles/genres of music to create original compositions.
4.04 Use a variety of sound, notational, and technological sources to compose and arrange music.
4.05 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5: The learner will read and notate music. (National Standard 5)

Objectives

5.01 Sightread simple musical examples.
5.02 Identify and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate musical ideas.
5.03 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify musical forms representing various historical periods and cultures.
6.02 Demonstrate a basic knowledge of the technical vocabulary of music.
6.03 Discuss a variety of compositional techniques.
6.04 Show respect while listening to and analyzing music.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Apply specific criteria for making informed, critical evaluations of music.
7.02 Evaluate musical compositions by comparing them to similar or exemplary models.

7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music.
7.04 Apply rules of standard English in written evaluations of music.
7.05 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Apply rules of standard written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.
8.02 Identify and explain ways in which the concepts and skills of other content areas outside the arts are related to those of music.
8.03 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts.
8.04 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods.
9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures.
9.03 Recognize and identify ways that music reflects history.
9.04 Examine the role of music/musicians in at least two different cultures and/or time periods.
9.05 Show respect for music from various cultures and time periods.

GLOSSARY
Music Standard Course of Study

A Cappella: Unaccompanied vocal music.

AB: A form made up of two contrasting sections, each of which may or may not be repeated.

ABA: A three-part compositional form made up of a principal section which is repeated after the completion of a contrasting section.

Accompaniment: The musical background for principal musical part(s).

Aesthetic response: A feelingful response one may experience while listening to music because of perceptions of interacting musical elements which create unity and variety, and tensions and resolutions.

Analyze: To separate or break up anything into its specific elements or component parts.

Arranging: Resetting music for other instruments or voices or for another style of performance than that for which it was originally written.

Articulation: The characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Balance: The state of equilibrium where all the component parts of the music create a unified whole.

Ballad: A strophic narrative song, often passed along through the oral tradition.

Bass Clef: Symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating F on the fourth line from the bottom of the staff.

Beat: Unit of measurement of rhythmic pulse of music.

Blend: The combination or mixing of voices or instruments so that no singular voice is distinguishable from the group sound.

Body Percussion: Sounds produced by use of the body, e.g. clap, snap, slap, tap, stamp, etc.

Breath Control: The ability to direct the breathing mechanism to provide a well-regulated supply of air to the vocal cords or the mouthpiece of a wind instrument.

By Ear: The ability to play or sing either intuitively or analytically without the use of a printed score.

Call and Response: A song style that follows a simple question-and-answer pattern in which a soloist leads and a group responds.

Chords: Three or more pitches sounding simultaneously or functioning as if sounded simultaneously.

Classifying: Grouping entities based on their common relationships.

Classroom Instruments: Instruments typically used in the general music classroom which may include recorders, autoharps, mallet instruments, pitched and unpitched percussion instruments, keyboard, and electronic instruments.

Clef: A symbol used to determine the name and pitch of the notes on the staff to which it is prefixed.

Coda: A few measures or a section added to the end of a piece of music to make a more effective ending.

Collaboration: A social skill involving working together with two or more persons.

Comparing: Noting similarities and differences between or among entities.

Composing: The act of inventing or creating music.

Composition: The product of creating music.

Conducting: Indicating the meter, tempo, changes in tempo and dynamics, and other musical outcomes through the use of gestures of the hands and arms.

Conductor: A person who, principally by means of gestures of the hands and arms, leads the performance of a musical ensemble.

Counter Melody: An alternate melody sung along with and as a companion to the main melody.

Descant: A vocal part or parts added above the highest part and intended to be performed by treble voices along with the ensemble.

Developmentally appropriate: Activities or instruction which are appropriate to the developmental abilities of the student.

Diatonic: Referring to the tones of the major or minor scales. The diatonic scales are those of the major and minor keys, and diatonic passages, intervals, chords, and harmonies are those made up of the notes of the key prevailing at the moment.

Diction: The degree of clarity and distinctness of pronunciation and articulation in speech or singing.

Dynamics: Degrees of loudness.

Elements of music: Pitch (melody), rhythm, harmony, dynamics, timbre (tone color), texture, form, and tempo.

Embellishment: The modification of music, usually but not always through the addition of notes, to make it more meaningful, or to demonstrate the abilities of the interpreter.

Evaluating: Assessing the reasonableness and quality of music according to given criteria.

Expression: The quality in a composition or performance which appeals to judgment, taste, or feelings, and which portrays the emotional intent of the composer.

Form: The overall structural organization of a music composition (e.g. AB, ABA, Call and Response, Rondo, Theme and Variations, Sonata-allegro, etc) and the interrelationships of music events within the overall structure.

Genre: A type or category of music (e.g. Sonata, Opera, Oratorio, Art Song, etc).

Harmony: Two or more tones sounding together.

Head tone: Classification of vocal register which is associated with resonance and tone placement as well as functions within the laryngeal mechanism itself; so called "head tone" or "head voice" because the singer experiences a sensation of vibrating in the head. May also be referred to as "light register."

Icons: Graphic representations indicating, for example, pitch or rhythm, and used in lieu of or along with traditional symbols for these elements.

Improvise: To create music spontaneously.

Inferring: A thinking skill which enables one to go beyond available information to identify what reasonably may be true.

Informance: A sharing or showing of music that demonstrates the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. An informance may include explanation or discussion.

Integrating: Connecting or combining information into understanding of a greater whole.

Intervals: The relationship among pitches (e.g. C4 and E4 produce a Major 3rd).

Introduction: A preliminary section of a musical composition.

Key Signature: The sharps or flats placed at the beginning of a composition or line of music denoting the scale on which the music is based.

Key: The basic scale and tonality of a composition.

Level of Difficulty: Music is generally classified into six levels of difficulty:

Level I - Very easy. Easy keys, meters, rhythms; limited ranges.

Level II - Easy. May include changes of tempo, key, and meter; modest ranges.

Level III - Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretative requirements.

Level IV - Moderately difficult. Requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

Level V - Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, and subtle dynamic requirements.

Level VI - Very difficult. Suitable for musically mature students of exceptional competence.

Major scale: A scale built on the sequence of an ascending pattern of two whole steps, one half step, three whole steps, and one half step.

Meter signature: An indication of the meter of a musical composition, usually presented in the form of a fraction; the lower number indicates the unit of measurement, and the upper number indicates the number of units that make up a measure.

Meter: The grouping in which a succession of rhythmic pulses or beats is organized, indicated by a meter signature at the beginning of a work.

Minor scale: A scale built on the sequence of an ascending pattern of whole step, half step, whole, whole, half, whole, whole.

Notation: The use of various symbols to indicate the pitch, rhythm, and expressive elements of a composition.

Ostinato: A continually recurring rhythmic or melodic pattern.

Partner songs: Two or more songs that can be sung at the same time to create harmony.

Pentatonic Scale: A scale consisting of five pitches. Often used as a scale omitting the fourth and seventh pitches of a major scale; or the second and fifth pitches of a minor scale.

Phrasing: Dividing musical sentences or thoughts into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

Pitch: The highness or lowness of a tone, as determined by the frequency of vibrations per second.

Portfolio: A collection of student work. The teacher, students, or both may select samples of student work placed in the portfolio. Portfolios may include written, audio, electronic, and/or video formats of a student's work.

Questions and Answer: A formal structure where each successive phrase or section is formed as a response to the preceding one.

Recalling: Activating prior stored knowledge or memory for use in a given situation.

Repertoire: A collection of music that a student has learned and is prepared to demonstrate.

Rhythm: The organization of sounds and silences across time; the temporal quality of sound.

Rondo: A form based on alternation between a repeated section (A) and contrasting episodes (B) and/or (C); for example, ABACABA.

Round: A composition for two or more voices in which one voice enters after another in exact imitation of the first.

Scale: A sequence of tones, usually within an octave, and used as the basis of a composition.

Score: A notation showing all the parts of a musical composition.

Sightread: The reading (singing or playing) of music at first sight.

Staff: Five parallel lines on which music is traditionally written.

Standard or Traditional Notation: Music written on one or more staves, using traditional note symbols and clefs to indicate pitch locations and durations.

Style: The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (e.g. the style of Copland), periods (e.g. Baroque style), media (e.g. keyboard style), nations (e.g. French style), form or type of composition (e.g. Fugal style), or genre (e.g. operative style).

Synthesizing: Combining or integrating information.

Technical accuracy: The ability to play or sing with the appropriate timbre, intonation, diction, with correct pitches and rhythms.

Technology: Electronic media that can be used in music such as video and tape recorders, CD players, sound modules, MIDI instruments, computer software and hardware.

Tempo: The speed of music.

Texture: The number of simultaneous sounding lines. The manner in which horizontal pitch sequences are organized.

Theme and Variations: A compositional form where an initial theme is stated and each section thereafter is a modification of that theme.

Timbre: The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tone production: The manner of producing musical tones. In vocal music, it involves the coordination of breath support, resonance of the tone and vowel and consonant sounds. In wind instruments, it involves the coordination of breath support, tonguing, and embouchure. In stringed instruments, it involves the varied uses of the bow and finger movement, such as vibrato.

Transpose: Changing a phrase or composition to a key other than the one in which the piece is written.

Two-part Songs: Songs written for performance by two distinct voices.

Unison: Singing or playing the same notes by all singers or players, either at exactly the same pitch or in a different octave.

THEATRE ARTS

Purpose of Theatre Arts

Theatre arts in the public schools teaches the basic life skills, thinking skills and personal qualities which:

- develop an understanding of the ideas, attitudes, beliefs, and feelings of diverse people in different times throughout history as communicated through literature and theatre.
- employ techniques for teaching and learning through developmental processes and activity-oriented methods.
- promote higher level critical and creative thinking skills, problem recognition and problem solving, intuition, examination and implementation of conflict resolution, and the learning of reading, writing, math and other areas of the curriculum.
- assist in focusing the emotions for controlled use, strengthening the imagination for creative self-expression, disciplining the voice and body for purposeful use, expanding intellectual horizons to include aesthetic awareness, developing self-discipline, and providing a basic understanding and critical appreciation of all the theatre arts.
- involve making connections between theatre arts and other art forms, other curriculum areas, dramatic media, and the related use of technology including numbers and data.
- provide an intense study of what playwrights seek to convey and how this is intensified through theatrical production, thus giving students insights into countless aspects of the diverse and changing world.
- include the reading, viewing, listening, researching, writing, speaking, preparing to perform, performing, and directing of traditional and experimental theatrical forms, as well as, the accompanying aspects of technical production.
- engage students in the creative process and the practical application of theatre techniques (such as observing, considering possibility, and communicating) which students can use in studying other areas of the curriculum and for life-long learning.
- and enable students to function and communicate more proficiently, work independently as a member of a team, to value the individual contributions of others, and to learn virtually any subject matter in a more dynamic way.

Strands

The following strands run throughout the theatre arts program and are guiding concepts for theatre arts study at every grade level and in each high school course. For the purposes of this study, they are listed and defined as follows:

- **Perceiving** - To become aware directly through any of the senses.

- **Thinking** - The act or practice of formulating in the brain; a way of reasoning, reflecting or judging.
- **Comprehending** - To mentally take in the meaning, nature or importance.
- **Applying** - To put into action or to adapt for a special use.
- **Integrating** - The process of combining or coordinating separate and diverse understandings, perceptions or information into a more complete understanding of something.
- **Communicating** - The art and technique of using effectively words, physical gestures or various types of technology to impart ideas, information or messages.
- **Creating** - To produce through artistic or imaginative effort.
- **Analyzing** - To separate into parts or basic principles so as to determine the nature of the whole.
- **Critiquing** - To review or discuss critically.
- **Imitating (Kindergarten - grade 2)** - To use or follow as a model the actions, appearance, mannerisms or speech of others.
- **Presenting (grades 3 - 5)** - To offer or share, usually in a classroom or informal theatre setting, a portrayal or other theatre work for consideration or display.
- **Performing (grades 6 - 12)** - To portray a role or skill before an audience in a formal or informal setting.

Basis for Theatre Arts

Theatre, the imagined and enacted world of human beings, is one of the primary ways children at an early age learn about life - about actions and consequences, about customs and beliefs, about others and themselves. They learn through their social pretend play and from hours of viewing television and film. Children use pretend play as a means of making sense of the world; they create situations to play and assume roles; they interact with peers and arrange environments to bring their stories to life; they direct one another to bring order to their drama, and they respond to one another's dramas. In other words, children arrive at school with rudimentary skills as playwrights, actors, designers, directors, and audience members; theatre arts education should build on this foundation. The theatre arts program in the early years starts with and has a strong emphasis on improvisation, which is the basis of social pretend play.

Sequence of Theatre Arts

In an effort to create a seamless transition from the natural skills of pretend play to the study of theatre, this SCS integrates the several aspects of the art form: script writing, acting, designing, directing, researching, comparing art forms, analyzing and critiquing, and understanding context. Because of the broad base

of knowledge and skills involved in creating, responding to, and performing in theatre arts, experiences and learning must evolve in a sequential manner. Every area of study in theatre arts must be developed in this logical way for students to be able to understand and participate to the best of their ability at each ensuing level of comprehension and refinement. Furthermore, this SCS is designed and organized so that teachers of students arriving at a grade level for which they lack prior training may incorporate developmentally appropriate learning sequences from an earlier level.

Program Continuity

Throughout the curriculum objectives progress from one grade level to the next K-12. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. Teachers should modify objectives appropriately to meet the instructional and developmental needs of each student.

THEATRE ARTS GRADES K-2

Overview

The arts are the first languages of children. Children are naturally involved in the arts from an early age as they sing, pantomime, move, create, and communicate through their senses. Theatre arts in grades K-2 encourages students to explore themselves and their world through creative drama. Students will develop thinking and learning skills by imitating, speaking, moving, creating and sharing. The dramatic process, primarily teacher-guided, provides students with opportunities to express and understand themselves and others in a positive way. Because of the exploratory nature of creative drama, students of all learning styles find an outlet for self-expression. They also develop the skills associated with peer acceptance and personal discipline while working in a non-threatening learning environment.

Content Integration

Creative drama provides a natural vehicle for curriculum integration. As students role play and re-enact stories, they bring literature to life and develop reading expression and comprehension skills. By imitating animals, exploring playing areas and interacting with others, students explore science, math and social studies and other disciplines' concepts through the power of drama.

The theatre arts goals and objectives for K-2 describe a strong foundation for all subsequent years. As students progress from teacher-guided activities to small group activities and on to independent practice, their skills will increase in sophistication.

Presentations

Presentations are an option to be considered by the elementary teacher as the natural culmination of a creative process, rather than an artificially imposed requirement. Emphasis must be on student learning and positive reaction, rather than on trying to impress adults. Theatre is often referred to as a shared experience between actors and audiences, therefore, student pride and development in sharing theatre is what makes performance worthwhile. The complexity or formality of any theatrical performance should be dependent upon the comfort level, enthusiasm and willingness of both the students and the teacher. There are many other things students can do to participate in and support classroom presentations, so students who are genuinely afraid to perform in front of an audience should never be forced to do so.

Role of the Audience

Beginning with early elementary levels, students should examine the role of the audience in theatre. Teachers should be diligent in requiring students to be respectful audience members for any presentation, sharing activity or similar group situations, whether in the classroom or in a more formal setting. In order to share in and benefit from any presentational activity, students must demonstrate appropriate audience behavior. Selecting or generating presentations of a length corresponding to the students' developmental level will aid the teacher in this effort.

THEATRE ARTS - Kindergarten

The focus of theatre arts at the kindergarten level is to explore the role/s of the family unit and its members. Students explore the senses, movement and age appropriate literature through dramatic play. Students are exposed, through guided practice, to the beginning stages of drama and pretend play.

The emphasis at this grade level is on:

- Building movement and imitation skills
- Experiencing a variety of dramatic stories
- Adapting, enacting, or repeating
- Simulating events
- Expressing character choices
- Understanding acceptable audience behaviors and responses
- Sharing and viewing of creative drama activities

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Imitating

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Restate setting, characters, and story events through pictorial, visual and physical aides.
1.02 Retell stories through guided dramatic play from text read aloud.
1.03 Recall the character/family relationships in stories, plays, puppet shows, etc.
1.04 Repeat sequence of events through verbal and nonverbal communication.
1.05 Recognize patterns in stories.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Recognize that pretend play is dramatic.
2.02 Differentiate between dramatic play and creative drama.
2.03 Imitate a variety of roles in family life.
2.04 Express various ideas and emotions through gestures, movement and voice.
2.05 Role play a variety of real and non-real characters through guided dramatic play.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Identify the setting for the story.
3.02 Adapt a space for playing out a story.

3.03 Distinguish between playing space and audience space.
3.04 Understand acceptable audience behaviors and responses.
3.05 Recognize the role of simple props, scenery and costumes in the dramatic process.
3.06 Imagine a variety of real and non-real environments.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives
4.01 Repeat dialogue for retelling a story through guided practice.
4.02 Imitate the sounds and movements of objects, animals and people.
4.03 Listen and respond to directions and side coaching in dramatic activities.
4.04 Participate in group decision-making about artistic choices.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives
5.01 Manipulate simple props and costumes to support the character or story.
5.02 Choose or imitate movement to support the playing of the character.
5.03 Choose or imitate vocal levels and ranges to support the playing of a character.
5.04 Notice character traits in visual aides such as storybook pictures.
5.05 Identify character traits using verbal and nonverbal expression.
5.06 Discuss the five senses as they relate to objects, animals, and people.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives
6.01 Use sound, movement and drawing through dramatic play.
6.02 Use puppets in dramatic play.
6.03 Participate in and use the art form of pantomime.
6.04 Begin to be aware that a variety of art forms are infused into theatre and come from all cultures.
6.05 Discuss basic similarities and differences.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives
7.01 Engage in discussion about dramatic process.
7.02 Listen to and demonstrate respect for the thoughts and opinions of others.
7.03 Look for the results of characters' actions in a variety of literary forms.
7.04 Discuss likes and dislikes of audience members.
7.05 Describe characters, setting and events seen or portrayed in formal or informal productions.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

8.01 Share the role of film and television in one's family life.
8.02 Share the role of electronic media such as radio and computer in one's family life.
8.03 Experience live or recorded performances.
8.04 Participate in creative drama.

THEATRE ARTS - Grade 1

The focus of theatre arts in grade 1 is to explore the concept of self. Students begin to define personal space in dramatic activities. The dramatic process still occurs through guided practice, but students are encouraged to participate more independently by making personal choices through movement, dialogue and expression. Students also continue to build skills for the beginning stages of drama and pretend play through guided practice.

The emphasis at this grade level is on:

- Refining movement and imitation skills
- Experiencing a variety of dramatic stories
- Adapting, enacting, or repeating stories
- Simulating events through dramatic play
- Expressing character choices
- Displaying acceptable audience behaviors and responses
- Participating in and viewing creative drama

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Imitating

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Restate setting, characters, and main idea through pictorial, visual and physical aides.
1.02 Retell stories through guided dramatic play from a read-aloud text.
1.03 Recall stories about individual experiences.
1.04 Utilize sequence of events through verbal and nonverbal communication in a simple drama.
1.05 Demonstrate the patterns in stories.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Enact a variety of roles based on individual experiences.
2.02 Express various characters, ideas, and emotions through gestures, movement and voice.
2.03 Role play a variety of real and non-real characters through guided dramatic play.
2.04 Make spontaneous decisions in the dramatic process to support character choices.
2.05 Imitate teacher-guided improvisation.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Represent physically the setting for a story.

3.02 Arrange a space and materials for playing out a story.
3.03 Adjust character movement to include audience focus.
3.04 Display acceptable audience behaviors and responses.
3.05 Utilize simple props, scenery and costumes in the dramatic process.
3.06 Imagine a variety of simple real and non-real environments.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives
4.01 Create dialogue for retelling a story in one's own words.
4.02 Adapt sounds and movements to objects, animals, and people within a personal space.
4.03 Listen and respond to directions and side-coaching in dramatic activities.
4.04 Cooperate with peers and teacher in group decision-making about artistic choices.
4.05 Define a personal space for use in dramatic activities.
4.06 Share playing space with other performers.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives
5.01 Utilize simple props and costumes to support a character or story.
5.02 Choose or imitate movement to support the playing of a character.
5.03 Choose or imitate vocal levels and ranges to support the playing of a character.
5.04 Point out character traits in visual aides such as storybook pictures.
5.05 Identify character traits displayed through verbal or nonverbal expression.
5.06 Implement ideas to use as a basis for dramatic activities.
5.07 Distinguish character dialogue in story narration.
5.08 Identify the five senses as they relate to objects, animals, and people.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives
6.01 Integrate sound, movement and drawing into dramatic play.
6.02 Utilize the art form of puppetry.
6.03 Participate in the art form of pantomime.
6.04 Be aware that art forms used in theatre presentations come from all cultures.
6.05 Discuss basic similarities and differences between art forms.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives
7.01 Engage in discussion about dramatic process.
7.02 Listen to and display respect for the thoughts and opinions of others.
7.03 Look for the results of characters' actions in a variety of literary forms.
7.04 Discuss likes and dislikes of audience members.
7.05 Describe characters, setting and events seen or portrayed in formal or informal productions.
7.06 Identify strengths of peers and self.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.
(National Standard 8)

Objectives

8.01 Consider the role of imitation in theatre.
8.02 Share the role film and television have played in relationship to one's self.
8.03 Share the role of technology and electronic media.
8.04 Experience live or recorded performances.
8.05 Participate in creative drama and experience informal presentations.

THEATRE ARTS - Grade 2

The focus of theatre arts in grade 2 is to explore the concept of community. This dramatic process is a combination of teacher-guided practice and small group collaboration. The student continues to make personal choices about movement, dialogue and expression while building intrapersonal skills for use in the beginning stages of creative drama.

The emphasis at this grade level is on:

- Applying movement and imitation skills
- Experiencing a variety of dramatic stories
- Adapting, enacting or repeating stories
- Discerning beginning, middle and end of dramas
- Developing basic skills for playwriting
- Developing basic skills for reading comprehension and expression
- Enacting character choices
- Developing basic skills for using technical theatre elements
- Understanding the difference between actor and character
- Participating in and viewing creative drama

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Imitating

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Participate in teacher-guided playwriting of simple dramas.
1.02 Build reading comprehension by using verbal and nonverbal communication.
1.03 Recognize setting, characters, sequence of events and main idea through pictorial, visual and physical aides.
1.04 Dramatize, through guided dramatic expression, stories from a read-aloud text, poem, fairytale or other form of literature.
1.05 Recall and enact stories about community experiences.
1.06 Identify how characters attempt to solve problems and resolve conflicts.
1.07 Compare and contrast the moral of the story in various fables and fairytales.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Assume a variety of roles, cast by the teacher, that reflect upon community experiences.
2.02 Demonstrate various characters, ideas and emotions through gestures, movement and voice.
2.03 Assume the role of a variety of real and non-real characters.
2.04 Utilize improvisation skills to make verbal and nonverbal character choices in the dramatic process.

2.05 Experiment with vocal expression and character traits to portray real and non-real characters.
2.06 Enact the sequence of events.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives
3.01 Participate in making artistic choices for the scenery in a presentation.
3.02 Transform a space and materials for acting out simple dramas.
3.03 Adjust character movement to include audience focus.
3.04 Acquire basic skills to react and interact with characters on stage.
3.05 Transform objects into simple props, scenery and costumes to support the dramatic process.
3.06 Experiment with the concept and role of technical theatre elements such as sound, props, costumes, scenery, fundamental stage managing and directing.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives
4.01 Repeat or paraphrase dialogue from a story to create a drama.
4.02 Apply sound and movement to display character traits of objects, animals and people within community experiences.
4.03 Cooperate with peers in small group decision-making about artistic choices.
4.04 Understand responsible audience behaviors and responses in dramatic activities.
4.05 Recognize the importance of listening to one another within the drama.
4.06 Point out similarities and differences between simple monologues and dialogue within a story or drama.
4.07 Understand the role of the narrator in the dramatic process.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives
5.01 Hypothesize the need for simple props and costumes to support the character or story.
5.02 Choose movement to support the playing of a character.
5.03 Choose vocal expression to support the playing of the character.
5.04 Utilize information about character traits derived from visual or auditory aides.
5.05 Express character dialogue in story narration.
5.06 Reference story to determine technical needs for dramatic presentation.
5.07 Make predictions about characters, setting and events based on story content.
5.08 Discuss how personal experience can be used as the basis for character choices.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives
6.01 Incorporate music, sound, movement, dance and design.
6.02 Utilize the art form of puppetry in simple dramas.
6.03 Utilize the art form of pantomime in characterization.
6.04 Explore the art form of fundamental mask making.

6.05 Comprehend that art forms used in theatre presentations come from all cultures.
6.06 Identify different art forms within the community.
6.07 Build skills to read with dramatic expression various simple scripts derived from poetry, short stories, fairytales, imagination and other forms of literature.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

7.01 Recognize emotions and thoughts evoked by informal and formal theatre performances.
7.02 Display respect by listening to the thoughts and opinions of others.
7.03 Understand that characters' actions have results in a variety of literary forms.
7.04 Express reflections during and after a creative drama activity.
7.05 Describe characters, setting and events seen or portrayed in formal or informal theatre productions.
7.06 Identify strengths of peers and self.
7.07 Explain reasons behind artistic choices.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Recognize the role of imitation in theatre.
8.02 Share the role of film and television in the community.
8.03 Share the role of technology and electronic media.
8.04 Experience live or recorded performances.
8.05 Discuss the similarities and differences between live and recorded theatrical events.
8.06 Participate in and experience creative drama.

THEATRE ARTS 3-5

Creative Drama

Creative drama remains the basis of theatre arts in grades 3-5, but more emphasis is placed upon the development of specific drama skills. Students are challenged to take more individual responsibility as they work in small groups and independently to create dramatic presentations. They develop and apply teamwork skills through the creative process. They also explore beginning playwriting, characterization and technical theatre. As creative drama activities become more complex and demanding, students are encouraged to concentrate, display creativity and become risk-takers.

Creative drama continues to provide a natural vehicle for curriculum integration. Literary, science, math and social studies concepts are infused into creative drama. Students explore and integrate the other art forms of music, dance and visual arts.

The goals and objectives for theatre arts 3-5 build upon the strong foundation established in kindergarten through grade 2. As students progress from teacher-guided activities to small group activities and on to independent practice, their knowledge and skills increase in sophistication.

Presentations

Presentations are an option to be considered by the elementary teacher as the natural culmination of a creative process, rather than an artificially imposed requirement. Emphasis must be on student learning and positive reaction, rather than on trying to impress adults. Theatre is often referred to as a shared experience between actors and an audience, therefore, student pride and development in sharing theatre is what makes performance worthwhile. The complexity or formality of any theatrical performance should be dependent upon the comfort level, enthusiasm and willingness of both the students and the teacher. There are many other things students can do to participate in and support classroom presentations, so students who are genuinely afraid to perform in front of an audience should never be forced to do so.

Role of Audience

Beginning with early elementary levels, students should examine the role of the audience in theatre. Teachers should be diligent in requiring students to be respectful audience members for any presentation, sharing activity or similar group situations, whether in the classroom or in a more formal setting. In order to share in and benefit from any presentational activity, students must demonstrate appropriate audience behavior. Selecting or generating presentations of a length corresponding to the students' developmental level will aid the teacher in this effort.

THEATRE ARTS - Grade 3

The focus of theatre arts in grade 3 is to make personal choices through the use of movement, dialogue and expression. This process is a combination of teacher-guided practice and small group collaboration. Students develop intrapersonal skills for use in drama.

The emphasis at this grade level is on:

- Applying blocking and movement skills
- Exploring a variety of literature to use in dramatic play
- Adapting, enacting or creating stories
- Recognizing beginning, middle and end of dramas
- Expanding playwriting skills
- Expanding reading comprehension and expression
- Enacting characters
- Incorporating elements of technical theatre into creative drama
- Participating in presentations

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Presenting

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Participate in teacher-guided playwriting using simple characters, setting, conflict and resolution.
1.02 Recognize the beginning, middle and end of a story.
1.03 Infer lessons from multicultural stories, fairytales, tall tales, fables, legends and myths.
1.04 Develop and utilize basic creative drama vocabulary.
1.05 Identify basic elements of a script such as title, characters, setting and blocking.
1.06 Refine reading comprehension by using verbal and non-verbal communication.
1.07 Discuss how characters attempt to resolve conflicts.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Identify characters and cast roles from a variety of texts that include themes of citizenship and responsibility.
2.02 Utilize vocal expression to explore thoughts and feelings of real and non-real characters.
2.03 Participate in dramatic activities that deal with problems and emotions.
2.04 Create characters and events to utilize in the dramatic process.
2.05 Dramatize stories through guided dramatic expression from a story.
2.06 Demonstrate ideas and emotions using gestures, blocking and movement.
2.07 Utilize improvisational skills to make character choices in the dramatic process.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Participate in making artistic choices for the scenery in a presentation.
3.02 Employ the basic concepts of time, space and action in the dramatic process.
3.03 Collaborate to create simple scenery and costumes for acting out dramas.
3.04 Adjust blocking to include audience focus.
3.05 Expand basic skills to react and interact with characters on stage.
3.06 Examine the concept and role of sound, props, costumes, scenery, stage management and directing.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

4.01 Paraphrase dialogue from a story to show different interpretations for use in the dramatic process.
4.02 Demonstrate responsible behaviors such as sharing, flexibility and teamwork during dramatic activities.
4.03 Make decisions and accept simple responsibilities in the dramatic process.
4.04 Apply sound and movement to display character traits of objects, animals and people.
4.05 Compromise with peers in small group decision making about artistic choices.
4.06 Listen and react to one another within the drama.
4.07 Relate the similarities and differences between monologues, dialogue and asides within a story or drama.
4.08 Utilize the role of the narrator in the dramatic process.
4.09 Relate what characters think and feel during a dramatic scene.
4.10 Experiment with character dialogue in the rehearsal process.
4.11 Observe and relate how the diversity of students within a group contributes to interesting artistic choices.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

5.01 Express through characterization the meaning inferred from text.
5.02 Justify the need for simple props and costumes to support the character or story.
5.03 Choose vocal expression and movement to support the playing of a character.
5.04 Utilize information about character traits derived from text.
5.05 Tell stories using narration.
5.06 Identify parts of a story that can be utilized as dialogue or narration.
5.07 Reference stories to determine the technical needs for dramatic presentation.
5.08 Investigate text to determine Who, What, When, Where, Why and How.
5.09 Make predictions about characters, setting and events based on story content.
5.10 Utilize personal experience as the basis for character choices.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

6.01 Incorporate music, sound, movement, dance, and design into the dramatic process.
6.02 Incorporate puppetry and pantomime into simple dramas.
6.03 Utilize simple mask making.
6.04 Understand a variety of art forms are infused into theatre and come from all cultures.
6.05 Observe that different art forms reflect diversity.
6.06 Build skills to read with dramatic expression a variety of scripts.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

7.01 Build skills to critique self and others in a respectful and constructive manner.
7.02 Listen to constructive criticism and react in a positive way.
7.03 Convey personal reactions to various texts.
7.04 Correlate personal experiences to stage experiences.
7.05 Communicate emotions and thoughts evoked by performances.
7.06 Recognize and discuss that consequences and actions teach characters and audience members life lessons.
7.07 Suggest alternative characters, settings or events after viewing or participating in a performance.
7.08 Justify artistic choices.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Understand the role of theatre.
8.02 Discuss the role of film and television.
8.03 Discuss the role of technology and electronic media.
8.04 Experience live or recorded performances.
8.05 Discuss the similarities and differences between live and recorded theatrical events.
8.06 Participate in and experience informal and formal presentations.

THEATRE ARTS - Grade 4

The focus of theatre arts in grade 4 is to encourage students to make personal choices through movement, dialogue and expression. Students utilize simple playwriting to demonstrate specific character choices. A combination of independent study and small group collaboration is used. Students refine intrapersonal skills for use in creative drama.

The emphasis at this grade level is on:

- Applying character choices
- Experiencing stories through creative drama
- Experiencing multicultural stories through creative drama
- Using a beginning, middle and end in creative drama
- Experiencing a variety of scripts
- Adapting, enacting, and creating stories
- Refining basic playwriting skills
- Enacting characters
- Utilizing the elements of technical theatre
- Participating in presentations

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Presenting

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Participate in small group playwriting.
1.02 Create and enact short stories, poetry or personal experiences about North Carolina.
1.03 Describe lessons related through multicultural literature.
1.04 Expand upon and use creative drama vocabulary.
1.05 Utilize playwriting skills to indicate the sequence of events.
1.06 Create dialogue in which characters attempt to resolve conflicts.
1.07 Apply playwriting skills by writing monologues, dialogues and short scenes.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Develop skills to identify characters and cast roles from a variety of texts that reflect upon heritage, culture and history.
2.02 Utilize vocal expression to explore thoughts and feelings of real and non-real characters.
2.03 Participate in dramatic activities that deal with conflict and emotions.
2.04 Create characters and events to use in the dramatic process.
2.05 Create dramatizations based on texts.
2.06 Demonstrate ideas and emotions through gestures and movement.

2.07 Assume the role of a variety of real and non-real characters.
2.08 Refine improvisational skills through dramatic exercises.
2.09 Define the significance of the beginning, middle and end of a story or play.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives
3.01 Participate in making artistic choices in a small group.
3.02 Employ the basic concepts of time, space, and action in the dramatic process.
3.03 Collaborate to create simple scenery and costumes for acting out dramas.
3.04 Identify the ways in which blocking non-verbally conveys character, mood and actions to the audience.
3.05 Respond to and build upon ideas of others on stage.
3.06 Integrate the technical theatre elements of sound, props, costumes, scenery, stage management and directing.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives
4.01 Adapt dialogue from a story to show different interpretations.
4.02 Demonstrate responsible behavior such as sharing, flexibility, negotiating and teamwork.
4.03 Make decisions and accept responsibilities in the dramatic process.
4.04 Apply sound and movement to display character, mood and actions.
4.05 Compromise with peers in small group decision making about artistic choices.
4.06 Enact monologues, dialogue and asides within a story or drama.
4.07 Use the role of narrator to guide, prompt and assist actors.
4.08 Identify characters' thought processes during dramatic scenes.
4.09 Recognize ways to display characters' thought processes.
4.10 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
4.11 Recognize diversity within a group contributes to interesting artistic choices.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives
5.01 Express through characterization meaning inferred from a text.
5.02 Articulate how artistic choices support the portrayal of the character.
5.03 Adapt and use information about character traits derived from a text.
5.04 Organize parts of a story to be used as dialogue or narration.
5.05 Reference stories to determine and justify technical needs to support the character or story.
5.06 Investigate text to determine Who, What, When, Where, Why and How.
5.07 Reference forms of literature other than scripts to support dramatic presentations.
5.08 Use emotional recall as the basis for character choices.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

6.01 Incorporate music, sound, movement, dance, and design into the dramatic process.
6.02 Incorporate the arts forms of puppetry, pantomime and mask making into simple dramas.
6.03 Understand that a variety of art forms are infused in theatre and come from different cultures.
6.04 Observe that different art forms reflect upon the diversity within heritage and culture.
6.05 Read with dramatic expression a variety of simple scripts.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

7.01 Build skills to critique self and others in a respectful and constructive manner.
7.02 Begin to question artistic choices in order to understand the dramatic process.
7.03 Justify artistic choices.
7.04 Listen to constructive criticism and react in a positive way.
7.05 Realize that the character and actor may have different personalities.
7.06 Correlate personal experiences to stage experiences.
7.07 Communicate emotions and thoughts evoked by performances.
7.08 Show that consequences and actions teach characters and audience members life lessons.
7.09 Suggest and implement alternative characters, settings or events after viewing or participating in a performance.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Understand the role of theatre.
8.02 Discuss the role of film and television.
8.03 Discuss the role of technology and electronic media.
8.04 Experience live or recorded performances.
8.05 Discuss the similarities and differences between live and recorded theatrical events.
8.06 Discuss the similarities and differences between acting for the theatre and camera.
8.07 Participate in presentations.

THEATRE ARTS - Grade 5

The focus of theatre arts in grade 5 is to encourage students to make personal choices through movement, dialogue and expression. Students participate in the rehearsal process by enacting a script and use simple playwriting to demonstrate specific character choices. A combination of independent study and small group collaboration is used. Students employ intrapersonal skills for use in creative drama.

The emphasis at this grade level is on:

- Applying character choices
- Experiencing stories from a variety of cultures and historical periods
- Experiencing multicultural stories
- Experiencing a variety of scripts
- Adapting, enacting, and creating stories
- Using basic playwriting skills
- Enacting characters
- Using the elements of technical theatre
- Understanding a character's thought process during a scene
- Participating in presentations

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Presenting

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Participate in partner and small group playwriting.
1.02 Create and enact short stories, poetry or personal experiences.
1.03 Describe lessons related through multicultural literature.
1.04 Expand upon and use creative drama vocabulary.
1.05 Utilize playwriting skills to indicate the sequence of events.
1.06 Create dialogue in which characters attempt to resolve conflicts.
1.07 Apply playwriting skills by writing monologues, dialogues and short scenes.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Identify characters and cast roles from a variety of scripts.
2.02 Use vocal expression to demonstrate the thoughts and feelings of real and non-real characters.
2.03 Participate in dramatic activities that deal with conflict and emotions.
2.04 Create characters and events to use in the dramatic process.
2.05 Utilize improvisational skills to create a scene based on a script.
2.06 Utilize gestures, blocking and movement to display ideas and emotions.
2.07 Assume the role of a variety of real and non-real characters.
2.08 Refine improvisational skills through dramatic exercises.

2.09 Define the significance of the beginning, middle and end of a story or play.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Participate in making artistic choices in a small group.
3.02 Employ the basic concepts of time, space, and action in the dramatic process.
3.03 Collaborate to create simple scenery and costumes for acting out dramas.
3.04 Use blocking to non-verbally convey character, mood and actions to the audience.
3.05 Respond to and build upon ideas of others on stage.
3.06 Integrate the technical theatre elements of sound, props, costumes, scenery, stage management and directing.
3.07 Identify the technical theatre roles in a production.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

4.01 Recite or adapt dialogue from a script to show different interpretations.
4.02 Demonstrate responsible behavior such as sharing, flexibility, leadership, negotiating and teamwork.
4.03 Make decisions and accept responsibilities in the dramatic process.
4.04 Apply sound and movement to display character, mood and actions.
4.05 Compromise with peers in small group decision making about artistic choices.
4.06 Enact monologues, dialogue and asides within a story or drama.
4.07 Use the role of narrator to guide, prompt and assist actors
4.08 Understand characters' thought processes during dramatic scenes.
4.09 Recognize ways to display characters' thought processes.
4.10 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
4.11 Recognize diversity within a group contributes to artistic growth.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

5.01 Express through characterization meaning inferred from a text.
5.02 Articulate how artistic choices support the portrayal of the character.
5.03 Adapt and use information about character traits derived from a text.
5.04 Organize parts of a story to be used as dialogue or narration.
5.05 Reference stories to determine and justify technical needs to support the character or story.
5.06 Investigate text to determine Who, What, When, Where, Why and How.
5.07 Reference various forms of literature other than scripts to support dramatic presentations.
5.08 Use emotional recall as the basis for character choices.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

6.01 Adapt music, sound, movement, dance, and design into the dramatic process.
6.02 Incorporate the art forms of puppetry, pantomime and mask making into simple dramas.
6.03 Understand that a variety of art forms are infused in theatre and come from different cultures.
6.04 Observe that different art forms reflect upon the diversity of society.
6.05 Read with dramatic expression a variety of simple scripts.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

7.01 Display skills to critique self and others in a respectful and constructive manner.
7.02 Question artistic choices in order to understand the dramatic process.
7.03 Justify artistic choices.
7.04 Listen to constructive criticism and react in a positive way.
7.05 Realize that the character and actor may have different personalities.
7.06 Correlate personal experiences to stage experiences.
7.07 Communicate emotions and thoughts evoked by performances.
7.08 Show that cause and effect teach characters and audience members life lessons.
7.09 Suggest and implement alternative characters, settings or events after viewing or participating in a performance.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Understand and describe the role of theatre at different times.
8.02 Discuss the role of film and television.
8.03 Discuss the role of technology and electronic media.
8.04 Experience live or recorded performances.
8.05 Discuss the similarities and differences between live and recorded theatrical events.
8.06 Discuss the similarities and differences between acting for the theatre and camera.
8.07 Participate in presentations.

THEATRE ARTS GRADES 6-8

Group Emphasis

Throughout grades 6-8, students begin to develop theatre literacy. In theatre, the artist creates an imagined world; it is the role of theatre to lead the audience into this visual, aural, and oral world. It is important that students learn to see the created world of theatre through the eyes of the playwright, actor, designer, and director. Through active creation of theatre, students learn to understand artistic choices and to critique dramatic works. Middle school students play a larger role in the planning and evaluation of their work. They continue to use drama as a means of confidently expressing themselves, thus developing their "personal voice." With greater emphasis on reading, writing and performing scripts, students begin to create plays based on peer issues, concerns and interest using improvisation and collaboration. Likewise, they are introduced to plays and experiences that reach beyond their communities to national, international, and historically representative themes. The content, instruction, student outcomes and methods of evaluation should increase in sophistication at each grade level.

Individual Emphasis

Growing differences in abilities and interests characterize students at this age and, for this reason, provisions should be made for individual emphasis by assigning individual special projects or placing students in various leadership roles. The emphasis is on helping students use drama more discriminatingly and productively in daily living and, as a participant or viewer, to incorporate it into their lives. Students come to perceive theatre as a means of pleasure, communication and learning. Theatre becomes a part of the students' experience of life as a whole.

THEATRE ARTS - Grade 6

The emphasis at this grade level is on:

- Various types of dramatic elements
- Functions and responsibilities of actors, designers, directors, playwrights and audience
- Working collectively in production teams
- Acting, improvisation and characterization
- Appropriate audience etiquette
- Practicing playwriting
- Early theatre history

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Recognize and explain unique characteristics of the dramatic script such as dramatic structure and dialogue.
1.02 Create monologues, dialogues and short plays in response to interdisciplinary prompts, ideas, pictures and other stimuli.
1.03 Practice playwriting techniques.
1.04 Produce written, verbal and visual responses to written and/or performed dramatic material.
1.05 Identify themes and plots from multicultural literature.
1.06 Adapt stories, myths and fairy tales into dramatic literature.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Practice role-playing and characterization skills.
2.02 Utilize role-playing skills in the total learning process.
2.03 Research and observe to create characters in formal and/or informal presentations.
2.04 Utilize basic acting vocabulary such as motivation, objective and blocking.
2.05 Utilize physical movement and vocalization to create characters.
2.06 Adapt stories, myths and fairy tales into improvised scenes.
2.07 Practice pantomime skills.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Discuss the role of the designer and technical elements in the theatre process.
3.02 Plan and create a simple set for formal or informal dramatic presentations.

3.03 Work collaboratively to use available design resources for props, costumes, lights and set.
3.04 Employ technical theatre vocabulary such as using the appropriate names for areas of the stage.
3.05 Recognize the roles and responsibilities of the production staff.
3.06 Use blocking to non-verbally convey character, mood and action to an audience.
3.07 Discuss the importance of creating an atmosphere for an audience.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives
4.01 Examine and discuss introductory levels of the directing process: research, plan and collaborate, audition, cast, block and direct.
4.02 Demonstrate, as appropriate, the designated responsibilities of the director.
4.03 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
4.04 Identify characters' internal monologue during scenes.
4.05 Demonstrate responsible behavior such as sharing, compromising and negotiating within diverse groups.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives
5.01 Execute a variety of different research methods and technology to support production.
5.02 Discuss the legal and ethical issues regarding the use of other's ideas.
5.03 Reference a script to determine and justify technical needs for a dramatic presentation.
5.04 Infer meaning from a script to create characters.
5.05 Articulate how artistic choices support the portrayal of characters.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives
6.01 Explore and appraise other art forms from various cultures and how they relate to theatre.
6.02 Communicate how theatre can synthesize all the arts.
6.03 Communicate how different art forms reflect upon the diversity of society.
6.04 Integrate other art forms into formal and informal presentations.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives
7.01 Recognize and practice audience etiquette.
7.02 Develop and implement descriptive vocabulary while practicing positive critiquing methods.
7.03 Develop verbal, visual and written responses to works of informal and formal theatre, film, television, and electronic media productions from various cultures.
7.04 Express meaning perceived from informal and formal theatre, film, television, and electronic media productions.
7.05 Listen to constructive criticism and react in a positive manner.

7.06 Revise dramatic work based on received constructive criticism and feedback.
7.07 Communicate emotions and thoughts evoked by performances.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Investigate and communicate how theatre and other media related to real life.
8.02 Describe how theatre and related media have reflected and transformed various cultures throughout history.
8.03 Demonstrate a basic knowledge of European theatre history that may include primitive storytelling and Greek/Roman times to the Elizabethan period.

THEATRE ARTS - Grade 7

The emphasis at this grade level is on:

- Playwriting
- Practicing acting techniques
- Creating original student work
- Acting, designing and directing
- Analyzing and critiquing various art forms
- Early theatre history
- Appropriate audience etiquette
- Developing theatre vocabulary

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Explain and demonstrate the uses of unique characteristics of the dramatic script such as dramatic structure and dialogue.
1.02 Write dramatic material inspired by interdisciplinary prompts, ideas, pictures and other stimuli.
1.03 Write and critique original scenes and one act plays.
1.04 Read and appraise dramatic material.
1.05 Write dramatic material inspired by personal and historical events.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Identify and practice techniques for physical and vocal conditioning.
2.02 Employ physical and vocal skills to create believable characters.
2.03 Utilize acting skills to study human behavior and conflict resolution.
2.04 Implement research, observation, and acting skills to create characters in formal and informal presentations.
2.05 Use acting vocabulary such as motivation, objective and blocking.
2.06 Recognize and discuss different acting methods and theories.
2.07 Simulate the audition process to practice audition skills.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Examine and demonstrate the role of the designer and technical elements in the theatre process.

3.02 Utilize basic design concepts to create a set for formal or informal dramatic presentations.
3.03 Work collaboratively to use available resources for props, costumes, lighting and set.
3.04 Use technical theatre vocabulary such as flat and ground plan.
3.05 Practice the roles and responsibilities of the production staff.
3.06 Create an atmosphere for an audience in formal and informal presentations.
3.07 Notate blocking in a script.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives
4.01 Practice the directing process: research, plan and collaborate, audition, cast, block and direct.
4.02 Accomplish, as appropriate, designated responsibilities of the director.
4.03 Collaborate with others to make choices for formal and informal productions.
4.04 Use rehearsal time effectively to brainstorm, experiment, plan and rehearsal.
4.05 Communicate characters' internal monologues through vocalization and physical movement.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives
5.01 Investigate and practice different research methods and technology to support production.
5.02 Demonstrate knowledge of the legal and ethical issues regarding the use of other's ideas.
5.03 Reference a script to implement technical requirements.
5.04 Infer meaning from a script to create characters.
5.05 Make artistic choices to shape the portrayal of characters.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives
6.01 Observe and analyze other art forms from other cultures and how they relate to theatre.
6.02 Integrate other art forms into dramatic presentations.
6.03 Communicate how different art forms have been affected by society.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives
7.01 Practice positive audience etiquette.
7.02 Expand and implement descriptive vocabulary while practicing constructive critiquing methods.
7.03 Analyze, critique and express meaning perceived from works of informal and formal theatre, film, television, and electronic media productions from various cultures.
7.04 Listen to and implement constructive criticism.
7.05 Communicate emotions and thoughts evoked by performances and dramatic material.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Examine and explain how theatre and other media relate to real life.

8.02 Communicate how theatre and related media have reflected and transformed various cultures throughout history.

8.03 Demonstrate a basic knowledge of non-western theatre history such as that of Asia, Africa, India and Australia.

THEATRE ARTS - Grade 8

The emphasis at this grade level is on:

- Analyzing, critiquing and writing plays
- Acting techniques to create characters
- Adapting and using available resources to execute theatre
- Expansion of theatre vocabulary
- Assuming roles of the production staff
- Theatre history from Elizabethan to modern times
- Appropriate audience etiquette

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Apply the unique characteristics of the dramatic script such as dramatic structure and dialogue when writing for the theatre.
1.02 Create written dramatic material based on original or established interdisciplinary prompts, personal experiences and historical events.
1.03 Write, critique, and informally produce original scenes and one act plays.
1.04 Read and analyze scenes and plays.
1.05 Write detailed character analyses or biographies.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Practice and demonstrate techniques for physical and vocal conditioning.
2.02 Utilize physical and vocal skills to create believable characters.
2.03 Utilize acting skills to study human behavior and conflict resolution.
2.04 Synthesize research, observation, given circumstances and acting skills to create characters in formal and informal presentations.
2.05 Expand and utilize acting vocabulary such as motivation, objective and blocking.
2.06 Compare and utilize different acting methods and theories.
2.07 Participate in auditions.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Understand and practice the role of the designer and technical elements in the theatre process.
3.02 Design and build a set for formal or informal dramatic presentations.

3.03 Work collaboratively to use available resources for props, costumes, lighting and settings.
3.04 Expand and implement technical theatre vocabulary.
3.05 Assume the roles and responsibilities of the production staff.
3.06 Compare and contrast different theatre spaces (i.e. thrust, arena, proscenium, and flexible) and their different requirements for technical elements.
3.07 Create a prompt book.
3.08 Create an atmosphere for audiences is formal and informal presentations.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives
4.01 Understand and practice the directing process: research, plan and collaborate, audition, cast, block and direct.
4.02 Implement the responsibilities of the director.
4.03 Collaborate with others to make choices to be applied to formal and informal productions.
4.04 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
4.05 Communicate characters' internal monologue through vocalization and physical movement.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives
5.01 Employ a variety of different research methods and technology to support production.
5.02 Demonstrate a knowledge of and the ability to discuss the implications of the legal and ethical issues regarding the use of other's ideas.
5.03 Reference a script to design and implement technical theatre requirements.
5.04 Analyze given circumstances in a script to create character.
5.05 Analyze given circumstances in a script to make artistic choices.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives
6.01 Analyze other art forms and how they relate to theatre.
6.02 Synthesize several art forms into dramatic presentations.
6.03 Compare and contrast how society and various art forms impact each other.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives
7.01 Practice positive audience etiquette.
7.02 Evaluate the relationship between the audience and the production.
7.03 Use descriptive vocabulary and creative thinking in the critiquing process.
7.04 Write and discuss analysis of informal and formal theatre, film, television, and electronic media productions from various cultures.
7.05 Listen to and implement constructive criticism.
7.06 Analyze how theatre can evoke emotions and thoughts from an audience.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Compare and contrast theatre and related media to real life.

8.02 Analyze and discuss how theatre and related media have reflected and transformed various cultures throughout history.

8.03 Demonstrate a basic knowledge of American theatre history which may include the study of African, Asian, Native and Latin American, and other cultures.

THEATRE ARTS GRADES 9-12

What Students Do and Learn

Students in grades 9-12 view and construct dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations. By creating, performing, analyzing, and critiquing dramatic performances, they develop a deeper understanding and acceptance of personal issues and a broader world-view that includes international issues. Since theatre in all its forms reflects and affects life, students should learn about representative dramatic texts and performances, the places of that work and those events in history, as well as the impact of those events on the past and present. In addition, students should make connections between what they learn in theatre arts with other curricular areas.

In theatre arts, the goals are developed for the 9-12 grade span and remain the same for all courses. While the goals remain the same for each course, the objectives change to be relevant for those specific levels of courses that have been described. For all other electives that may be developed by the local education agency, there is a generic description entitled Theatre Arts - All Other High School Electives that is intended to provide a suggested standard course of study from which elective courses other than Theatre Arts I-IV may be generated. Courses offered in a sequence should demonstrate an increase in sophistication of the content, instruction, student outcomes and methods of evaluation at each grade level.

Classroom Work

Students are given more responsibility through a sequential program of Theatre Arts I-IV supplemented with a broad range of course offerings. Knowledge and skills in acting, performing, ensemble, directing, writing, theatre literature and history, and technical theatre are cultivated along with the resulting insight into using the knowledge and skills in everyday life situations. Each student creates a portfolio to include journal entries, technical design work, programs, original scripts and critiques, performance videos, research papers, and other items related to theatre study.

Flexible Courses

The theatre arts program at the high school level recognizes that students will be approaching class work with a variety of abilities, experiences, and personal needs. Since some students will have had the advantage of previous work in grades K-8 while some will sign up for a theatre class for the first time, the program is flexible enough to allow for variation. Students who say "yes" to learning, to trying new ideas and approaches, and committing to the work and discipline of theatre will grow personally and develop theatrical skills as well as life skills in a positive and dynamic way.

Diverse Abilities

At this level, students' interests and abilities in theatre arts vary widely and will determine the direction pursued by each student. Courses include development of original work, designs and performances in informal and formal theatre settings. Important aspects of the program are acting, directing, playwriting, designing and producing in all areas of theatrical presentation, and the accompanying aspects of management and organization.

Outcomes

Students in grades 9-12 are encouraged to develop an appreciation and understanding of theatre in relationship to themselves, their community and other communication media; and as an art form, as a career possibility, as entertainment, and as a means to learn about, question, and celebrate life.

THEATRE ARTS I

Theatre Arts I promotes learning the essential vocabulary and processes of theatre as well as reading, writing, and researching theatre literature, acting and technical theatre. Acting experience in this course, addressed in goal 2, includes exploring the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing related to theatre study. In addition, students learn about and reflect on aspects of theatre through history and in different cultures, as well as the various forms of theatre and theatre-related media. Students have opportunities for practical application of knowledge in informal productions. This course develops creativity and spontaneity in those students wanting to explore theatre, as well as those who wish to commit to a theatre program. Students create a portfolio or collection of their work and related activities that can grow as a result of subsequent theatre arts courses.

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Read, understand and relate the basic content of a play.
1.02 Understand and describe the form and structure of plays.
1.03 Compare and contrast play structure in relation to other forms of literature.
1.04 Understand and convey the function of a playwright.
1.05 Write a monologue.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

(Self)
2.01 Develop and manifest an awareness of the self as a thinking, creative, performing whole.
2.02 Understand and demonstrate the inherent individual's ability to intuit and create.
2.03 Recognize the use of divergent thinking in the creative process.
2.04 Employ creative action and thinking skills.
2.05 Expand and exhibit the use of problem solving skills.
2.06 Show evidence of broadening one's self-perception and abilities through creating and performing.
2.07 Develop a perception of self through observations of self and others.
2.08 Examine and manage one's own emotions as a person and performer.
(Body and Voice)
2.09 Show evidence of developing the mind, body and voice as the creative, performing instrument.
2.10 Understand and participate in vocal warm-ups to develop articulation and breath control.
2.11 Understand and participate in physical warm-ups to develop focus and creativity.

2.12 Recognize and relate the importance of nonverbal communication.
2.13 Explore and demonstrate nonverbal communication through pantomime.

(Improvisation)

2.14 Use improvisation to expand listening, response, and evaluation skills as a spontaneous creative participant.
2.15 Use improvisation to explore character and story-line development.
2.16 Use improvisation formats as presentations.

(Acting)

2.17 Explore storytelling as a beginning performance experience.
2.18 Understand, discuss and/or write about the audition process.
2.19 Memorize and present a monologue in an informal setting.
2.20 Rehearse following a rehearsal schedule.
2.21 Identify character traits and given circumstances from a play.

(Reading and Writing)

2.22 Define and use a vocabulary appropriate for Theatre Arts I.
2.23 Write observations and reflections in a journal.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Demonstrate an understanding of and assume different roles on technical crews.
3.02 Understand and utilize production scheduling and organization.
3.03 Recognize types of stages and the basics of theatre architecture.
3.04 Relate the uses of technical theatre spaces for rehearsal, construction, performance, and storage.
3.05 Understand and discuss the components of technical theatre: scenery, costume, makeup, lighting, sound, and props.
3.06 Recognize and identify the terms used in the technical theatre process.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

4.01 Identify and describe the several types of rehearsals.
4.02 Recognize and explain what is in a prompt book.
4.03 Understand and use the vocabulary of directing.
4.04 Demonstrate a knowledge of and uses for a production organization chart.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

5.01 Research and assemble information to begin a time line of theatre history including non-western theatre.
5.02 Understand and relate how theatre originated and evolved.
5.03 Know and practice audience behavior.
5.04 Explore and demonstrate storytelling traditions of non-western theatre.
5.05 Discover, discuss and/or write about sources for information about theatre productions, personalities, trends, etc.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

6.01 Show through discussion or writing an appreciation for theatre as a composite art form.

6.02 Understand and relate how theatre is a synthesis of all arts.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

7.01 Investigate and use theatre-related Internet sites.

7.02 Develop and relate a world view of theatre in society.

7.03 Demonstrate personal progress through the creation and use of a portfolio of theatre work.

7.04 Investigate and discuss the technical elements in different media.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Understand and relate how theatre provides occupational opportunities in the world of work.

8.02 Understand and relate how theatre related media and other associated areas provide occupational opportunities in the world of work.

8.03 Understand and relate how theatre skills are used in non-theatrical occupations such as lawyer, carpenter, etc.

THEATRE ARTS II

Theatre Arts II follows Theatre Arts I and is for students who wish to continue their exploration of theatre arts. It is a more detailed study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. The acting experience in Theatre Arts II furthers the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students analyze and critique work developed by themselves or other students, as well as that generated throughout history and in various cultures. This course develops students' knowledge base, expands their understanding of theatre, and begins the application of learning in forms of theatre and theatre-related media through informal and formal productions. Students continue to add to their portfolio or collection of their work and related activities to illustrate their growing comprehension of theatre arts.

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Read independently, analyze and understand two plays by different playwrights in different periods.
1.02 Understand and relate the form and structure of dramatic genre.
1.03 Evaluate plots and themes.
1.04 Understand and diagram plot structure including exposition, rising action, complication, climax, falling action and denouement.
1.05 Learn and convey the concept of the central dramatic question.
1.06 Compare and explore relationships among characters.
1.07 Analyze plays for physical, social, and psychological dimensions.
1.08 Distinguish connotative (subtext) and denotative meaning of language in a dramatic text.
1.09 Understand, discuss and/or write about the evolution of play structure from early Greek to contemporary drama.
1.10 Write a two-person scene.
1.11 Develop and record information, impressions and ideas in preparation for designing in technical theatre.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

(Self)
2.01 Identify ways to improve relationships as a person and as a performer.
(Body and Voice)
2.02 Understand and diagram the physiology of the body and vocal production.
2.03 Discern and demonstrate the relationship between the body and voice.
2.04 Utilize information learned as to how the vocal mechanism is used to project the voice and articulate speech.

2.05 Participate in a physical and vocal warm-up.
(Improvisation)
2.06 Use improvisation to retain spontaneity and ensemble.
2.07 Demonstrate and expand dramatic concepts through improvisations.
2.08 Use improvisation as an approach to scripted material.
(Acting)
2.09 Analyze text for character clues and objectives.
2.10 Demonstrate an understanding of the audition process.
2.11 After reading a play, memorize and perform a monologue from that play in an informal setting.
2.12 Create and follow a rehearsal schedule.
(Reading and Writing)
2.13 Use theatre vocabulary appropriate to Theatre Arts II.
2.14 Analyze self and others verbally and through keeping entries in a journal.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives
3.01 Understand, discuss and/or write about the components of technical theatre: scenery, costume, makeup, lighting, sound and props.
3.02 Know and employ appropriate safety precautions in accordance with established regulations for all technical theatre areas and equipment.
3.03 Learn and use the tools of theatre construction such as power tools, a sewing machine, lighting and sound equipment and other related items.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives
4.01 Read, discuss and/or write about plays to gain an understanding of the role of the director in the production.
4.02 Understand, discuss and/or write about the process of rehearsal and production.
4.03 Differentiate between the roles of the director and assistant director.
4.04 Devise an organizational chart to demonstrate the structure and flow necessary to the development and presentation of a theatrical production.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives
5.01 Attend a play and reflect on it verbally or through writing entries in a journal.
5.02 Develop a time line of theatre history with additional specifics regarding social context, playwrights and genres.
5.03 Experience, discuss and/or write about productions in different theatre spaces.
5.04 Investigate, discuss and/or write about plays from non-western theatre.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives
6.01 Understand and relate how the fundamentals of different art forms relate to the study,

process and production of theatre.
6.02 Understand and manifest the collaborative nature of theatre.
6.03 Write reviews of plays or other related art forms.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

7.01 Demonstrate giving and receiving constructive criticism.
7.02 Evaluate personal progress through the creation and use of a portfolio of theatre work.
7.03 Utilize video camera techniques for theatre projects or productions.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Demonstrate responsible behavior and social discipline through theatre and related media.
8.02 Understand, discuss and/or write about the roles of and careers in technical theatre and related areas.
8.03 Recognize and express that theatre and related areas play a role in the world of work as occupational opportunities.
8.04 Create an example of a professional resume.

THEATRE ARTS III

Theatre Arts III follows Theatre Arts II and is for students who wish to continue to study and develop their knowledge of theatre arts on a more challenging level. This course involves the applied study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. Acting experience in Theatre Arts III continues and refines the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students begin to practice individual analysis and critiquing of student work to develop a personal understanding of theatre arts by utilizing the knowledge base gained in previous study. Theatre study at this level places a greater emphasis on the execution of skills, ensemble work, and collaboration with other student artists. Students use a wider variety of theatre literature and styles from theatre history and various cultures in forms of theatre and theatre related media through informal and formal productions. Students continue to add to their portfolio or collection of work and related activities to illustrate their growing understanding of accomplishments in theatre arts.

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Read independently and analyze three plays by different playwrights from different periods.
1.02 Examine and use playwriting techniques used to develop characters, plot, and theme through asides, soliloquies, allegory, symbol, mood and metaphor.
1.03 Understand and use the functions of characters in plays such as foil, protagonist, antagonist, incidental and agent of fate.
1.04 Learn and relate how the central dramatic question shapes a play.
1.05 Write a three-person scene or an ensemble piece alone, with a writing partner, or develop with an ensemble.
1.06 Research playwrights' lives and/or work.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

(Self)
2.01 Expand self and knowledge of theatre through creation of new works.
(Body and Voice)
2.02 Physicalize characters visually and kinesthetically.
2.03 Evaluate strengths and weaknesses of one's own and others' voices.
(Improvisation)
2.04 Continue improvisation for spontaneity and ensemble.
(Acting)
2.05 Strive for and encourage ensemble in rehearsal and performance.
2.06 Understand and participate in ensembles.

2.07 Develop, memorize and present scene work as an individual and as an ensemble.
2.08 Research, explore and create masks for neutral and character work.
2.09 Learn and utilize actor techniques such as script scoring.
2.10 Explore and demonstrate non-western theatre practices.
2.11 Prepare two contrasting monologues to demonstrate range of abilities.
(Reading and Writing)
2.12 Continue to evaluate strengths and weaknesses of self and others verbally and through writing entries in a journal.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives
3.01 Take an active role in the technical aspects of formal and informal productions.
3.02 Learn and use appropriate criteria for assessing technical design and practice.
3.03 Write critiques of the technical aspects of a formal or informal production.
3.04 Demonstrate, discuss and/or write about the components of technical theatre: scenery, costumes, makeup, lighting, sound and props.
3.05 Further develop and practice appropriate safety precautions in accordance with established regulations for all technical areas and equipment.
3.06 Expand knowledge of and demonstrate the use of tools employed in theatre construction to include power tools, a sewing machine, lighting and sound equipment, and related items.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives
4.01 Analyze a play as a director.
4.02 Demonstrate the principals of blocking and composing stage pictures in informal productions.
4.03 Take an active role in rehearsal and production.
4.04 Observe and document the process of a specific director.
4.05 Prepare research for a director.
4.06 Direct a two-person scene.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives
5.01 Examine and discuss non-western plays not previously studied.
5.02 Read and research a play; view a production of the play and evaluate.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives
6.01 Demonstrate an understanding of theatre as a synthesis of all the arts.
6.02 Demonstrate an understanding of theatre as a collaborative art.
6.03 Review and analyze traditional and non-traditional art forms.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

7.01 Analyze personal progress through the creation and use of a portfolio of theatre work.
7.02 Analyze live theatrical productions to see how technology is used.
7.03 Investigate technology available at the school site to incorporate in productions of formal and informal theatre.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Compare and contrast productions with historical events and personal experiences.
8.02 Analyze technical elements of production in different media.
8.03 Understand, discuss and/or write about the uses of a resume for a professional theatre artist.

THEATRE ARTS IV

Theatre Arts IV follows Theatre Arts III and is for students who wish to complete the broad-based study of theatre arts. Through more independent study and increased production responsibilities, study in Theatre Arts IV involves the application of expertise prepared for and acquired in previous theatre arts studies. Analysis of theatre processes, self-motivation, personal discipline and more demanding projects in directing, design, and writing are emphasized. The acting experience in Theatre Arts IV concludes the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. Independent work in this course develops commitment, helps students form aesthetic judgements and refine artistic choices. Students finish and evaluate their portfolio, or collection of their work and related activities, to illustrate their learning, experiences, accomplishments and growth in theatre arts.

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Read independently and analyze four plays by different playwrights in different periods.
1.02 Write a scene with three or more characters or a one-act play.
1.03 Research two or more playwrights or styles.
1.04 Write a scene in the style of a specific genre or time period.
1.05 Analyze the effect of personal cultural experiences on self-created theatrical works.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

(Self)
2.01 Examine and practice the elements of theatre independently.
2.02 Demonstrate responsibility and motivation for independent work.
2.03 Recognize one's own individual strengths and remaining challenges.
(Body and Voice)
2.04 Explore and use dialects.
2.05 Study and use stage combat techniques.
2.06 Analyze and report on the differing approaches of master teachers in vocal production.
2.07 Research and examine the work of master teachers who specialize in body work/movement.
(Improvisation)
2.08 Continue to use improvisation for spontaneity and ensemble.
2.09 Demonstrate improvisational skills in a formal setting.
(Acting)
2.10 Develop original work and present as a one-act play.
2.11 Participate in student directed works.
(Reading and Writing)

2.12 Study and use two or more acting methods by master teachers.
2.13 Research an actor's life and/or body of work from theatre history or modern stage.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives
3.01 Take a leadership role in the technical aspects of formal or informal productions.
3.02 Refine and express knowledge of assessing technical design.
3.03 Write critiques of one's own work
3.04 Apply knowledge of the components of technical theatre to include scenery, costumes, makeup, lighting, sound, and props.
3.05 Examine and discuss the technical areas of special effects and technological advances.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives
4.01 Direct a one-act play.
4.02 Write a reflection of the one-act directing experience.
4.03 Study and report on two or more directing styles by master directors.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives
5.01 Research a period theatre piece.
5.02 Research the role of a dramaturg.
5.03 Research and identify cultural and historical sources of American theatre including musical theatre.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives
6.01 Analyze and report on new trends in theatre performance.
6.02 Analyze and report on theatrical developments in technology.
6.03 Compare and contrast art forms in specific cultures and/or historical periods.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives
7.01 Critique personal progress through the continuing use of a portfolio of theatre work.
7.02 Use available new technology or new uses of existing technology to support the school theatre arts program.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Acquire and demonstrate successful collaboration skills through theatre and related media.

8.02 Analyze, discuss and/or write about jobs in a selected theatrical field.

THEATRE ARTS - ALL OTHER HIGH SCHOOL ELECTIVES

This course with the accompanying goals and objectives is to be used to guide the development of all other high school electives that may be developed by local education agencies beyond Theatre Arts I-IV. All theatre arts courses should incorporate the goals and, to some extent, many of the objectives provided here for study in theatre arts at the high school level. Although many elective courses will have a specific emphasis, these goals and objectives should be addressed to some extent in all electives. Theatre history, literature, criticism and theory are an inherent part of theatre arts study regardless of what aspect of theatre is being studied and should be evident in all theatre arts courses. Even if an elective course focuses on one specific aspect of theatre, the other aspects should be addressed and integrated into the study since the process of creating and producing theatre encompasses all of them and they are all inherently part of this collaborative art form.

The emphasis for other elective courses at grades 9-12 may be on one or more of the following:

- Playwriting
- Acting
- Directing
- Theatre criticism
- Designing in all areas of technical theatre
- Technical theatre
- Play production
- Researching theatre history, literature, criticism and/or theory

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Performing

COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Understand, discuss and/or write about the form and structure of scripts.
1.02 Understand, discuss and/or write about the basic content of plays.
1.03 Understand, discuss and/or write about the function of a playwright.

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Develop and demonstrate an awareness of the self as a thinking, creative, performing whole.
2.02 Develop and understand the body and the use of movement in the dramatic process.
2.03 Understand and develop the vocal instrument and its use in the dramatic process.
2.04 Understand and participate in ensembles.
2.05 Explore and expand dramatic concepts through improvisations.
2.06 Explore and expand methods of characterization.
2.07 Understand and participate in the acting of a performance.

COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Understand and demonstrate a working knowledge of how the various areas of technical theatre operate and support performances in K-12 educational theatre.
3.02 Understand and demonstrate a working knowledge of the scene design process.
3.03 Construct, acquire, and operate scenery using available resources.
3.04 Design, install, acquire, and operate lighting using available resources.
3.05 Design, construct, acquire, and implement costumes using available resources.
3.06 Design, acquire, apply, and/or implement makeup using available resources.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

4.01 Understand, discuss and/or write about the role of directing in the theatre process.
4.02 Understand, discuss and/or write about the essential components of theatre direction.
4.03 Direct informal or formal productions in the classroom or a theatrical setting.

COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

5.01 Analyze the impact history and theatre have had upon each other.
5.02 Communicate a sense of how theatre has evolved.
5.03 Explain theatre's role in society and the world.
5.04 Recognize and discuss dramatic and literary genres.

COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

6.01 Discuss the basic nature of art forms and how they relate to the study, process and production of theatre.
6.02 Describe theatre as a synthesis of all arts.

COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

7.01 Analyze and evaluate dramatic elements.
7.02 Use available technology to support formal and informal theatre productions.

COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Compare and contrast productions with life situations.
8.02 Discuss the role of theatre and related areas as an avocation.
8.03 Explain the roles and careers of theatre and related areas.
8.04 Demonstrate responsible behavior and social discipline through theatre and related media.

GLOSSARY
Theatre Arts Standard Course of Study

Artistic choices: Selections made by theatre artists about situation, action, direction, and design in order to convey meaning.

Blocking: Where the actors move on stage.

Central dramatic question: The line of action that drives a play.

Character: A person portrayed in a drama, novel, or other artistic piece.

Creative drama: Process-centered, nonexhibitional form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences.

Drama: The art of composing, writing, acting, or producing plays; a literary composition intended to portray life character or tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Dramatic media: Means of telling stories by way of stage, film, television, radio, or computer discs.

Dramatic/Plot structure: The organization of a script or story line that includes exposition, rising action, climax and falling action.

Dramatic/Pretend play: Spontaneous dramatic enactment often done by children pretending or imitating while playing.

Dramaturg: Literary advisor, supplier of information about past productions and interpretations of scripts and about the milieu out of which a play has come.

Electronic media: Means of communication characterized by the use of technology, radio, computers, etc. (e.g. virtual reality).

Emotional recall: Remembering specific emotions such as fear, joy, anger, etc.

Environment: Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Formal production: The staging of a dramatic work for presentation for an audience.

Ground plan: A floor plan for a scenic design as if seen from above.

Guided practice: A class or creative drama activity or dramatization prompted and/or facilitated by the teacher.

Imitate: To copy or mimic the actions, appearance, mannerisms, or speech of others.

Improvisation: The spontaneous use of body, voice and mind to explore, create or present theatre.

Independent practice: A group, partner or individual activity or dramatization developed and

executed by the student or students.

Intrapersonal: Existing or occurring within the individual self or mind.

Kinesthetic: Resulting from the sensation of bodily position, presence, or movement.

Master teacher: Recognized authority in a specific discipline of theatre.

Mood: The feeling a work of art gives.

Movement: An expression of ideas or thought through gesture or transfer of weight.

New art forms: The novel combination of traditional arts and materials with emerging technology (such as performance art, videodisks, virtual reality).

Non-western theatre: Theatre not originated in Europe or the United States such as theatre created and developed in Africa or Asia.

Objective: In theatre, the desired goal of a character that motivates action.

Pantomime: A situation where a performer relies totally on gesture, facial expression, and movement, rather than speech, for enactment of his material.

Plot: In literature, is the action of the story; in theatre, is the action of the story presented on stage.

Portfolio: Collected evidence representative of a student's work to include journal entries, technical design work, programs, original scripts or critiques, performance videos, research papers, and other items related to theatre study.

Production organization chart: A written and/or pictorial representation that demonstrates the structure and flow necessary to the development and presentation of a theatrical production.

Prompt book: The stage manager's copy of the script in which are noted all the blocking and technical cues.

Role: The characteristics and expected social behavior of an individual in a given position (e.g., mother, employer, etc.). Role portrayal is likely to be more predictable and one-dimensional than character portrayal.

Role playing: Improvising movement and dialogue to put oneself in another's place in a particular situation and often to examine the person(s) and/or situation(s) being improvised.

Senses: The means through which the body feels and perceives to include seeing, hearing, touching, smelling, and tasting.

Script: The written dialogue, description, and directions provided by the playwright.

Scenery: The scenery constructed for a theatrical performance.

Setting: When and where a story or drama takes place.

Side-coaching: A technique used during dramatic activities or rehearsals, in which the teacher offers suggestions or comments from the side to heighten and advance the action.

Situation: A combination of circumstances at a given moment.

Special effects: Visual or sound effects used to enhance a theatrical performance.

Subtext: Information that is implied but not stated by a character; thoughts or actions of a character that do not express the same meaning as the character's spoken words.

VISUAL ARTS

Purpose of Visual Arts

The K-12 visual arts program in the public schools:

- uses the elements of art and the principles of design as a foundation for exploring visual arts concepts and processes
- employs developmentally appropriate processes for teaching and learning that are based on activity-oriented methods.
- encourages disciplined creativity by using higher level critical thinking skills to identify problems, explore original solutions, and complete the problem solving process. This has practical application not only in visual arts, but in all areas of the curriculum and for life-long learning.
- utilizes reading, writing and math to explore art concepts and facilitate learning in these three areas.
- develops and promotes self-expression.
- makes enriching connections between and integrates visual arts and other curriculum areas.
- expands aesthetic and intellectual awareness through reading, writing, listening, researching, discussing, critiquing and reflective thinking.
- teaches how to use both traditional media and incorporates new technology to create art that is individual and expressive.
- builds knowledge and understanding of ideas, values, and beliefs of people in different times throughout history as communicated through visual art with the goal of developing visually literate students.
- challenges students to recognize their own ideas, values and beliefs and communicate them through visual arts.

Strands

The following strands run throughout the visual arts program and are guiding concepts for visual arts study at every grade level and in each high school course. For the purposes of this study, they are listed and defined as follows:

- **Perceiving** - To develop a conscious awareness of sensory stimuli.
- **Producing** - To use art media, tools and processes to communicate content, ideas and themes.
- **Knowing** - To identify, appreciate and/or understand the historical/cultural context, content and processes of art as it relates to the self and others.
- **Communicating** - To initiate an interchange of ideas through means of artistic expression that may include any or all of the multiple

intelligences (verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal)

- **Evaluating** - An intuitive, informal or formal, critical response that results in an understanding or conclusion. A formal critical assessment includes describing, analyzing, interpreting, judging and reflecting. An intuitive informal assessment is based on personal likes and dislikes.

- **Connecting** - To discover and understand integral, intrinsic relationships among other disciplines, life, individuals, ideas, skills and all learning.

Definition

Visual arts is a term used for a broad category of different types of art. This category may include the traditional fine arts such as drawing, painting, printmaking, and sculpture; communication and design arts such as film, television, graphics, and product design; architecture and environmental arts such as urban, interior, and landscape; folk arts; and works of art such as ceramics, fibers, jewelry as well as works in wood, paper, and other materials.

Basis for Visual Arts

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. Visual art from past civilizations is frequently one of the few remaining clues with the power to illuminate which values were held most dear. As we rediscover these fragments of mankind's puzzle and attempt to piece together our common humanity, the undeniable power of visual expression is an immutable and triumphant message. Today, every aspect of our designed environment will serve to explain who we are to those of the future.

If we study the growth and development of an individual child, the pattern of society to develop a multi-sensory means of communicating symbols and values is then clearly revealed as a reflection of the maturation process of every member of every society. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The goal in educating every child must be to allow each to develop the most complete expression of self and potential, an expression that can occur only if all the senses are involved. In acquiring an education, the senses know no curricular boundaries. The purpose of education is to aid in the development of all children, that all children must be allowed to reach their full potential, and that this can only be accomplished by encouraging the use of all the communication skills they have as their birthright. Thus, the visual arts program seeks to provide visual literacy for every child by promoting fluency in the various modes of visual communication to include studio production, art history, aesthetics and criticism. Students learn the characteristics of visual arts by using a wide range of subject matter, media and means to express their ideas, emotions and knowledge. They evaluate the merits of their efforts and this assessment forms the basis for further growth that extends to all disciplines in school and to life in general.

Sequence of Visual Arts

The program outlined in this document is structured both to accomplish specific art objectives and embrace integrated concepts. To meet the Visual Arts

Program goals for each grade, students must be able to understand and apply concepts that become sequentially more complex.

Visual arts education is a multifaceted creative process. It includes the development of perceptual awareness and the ability to use materials expressively. In addition, creative and critical thinking are taught and identified as: generative, imaginative, metaphorical, analytical, synthetic, and collaborative. These components of the creative process are taught by using a variety of approaches that integrate history/appreciation, aesthetics, criticism, production of artwork, as well as reading and writing. As a result of visual arts study, students develop a life-long process for problem solving that has direct relevance to all other disciplines. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us.

Program Continuity

Throughout the curriculum objectives progress from one grade level to the next K-12. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. Teachers should modify objectives appropriately to meet the instructional and developmental needs of each student.

VISUAL ARTS GRADES K-2

Introduction

Education is an acquisition process characterized by both the "AHA!" moments of sudden understanding and the slower, less dramatic work of repetition until mastery is attained. What a child knows is a gradual accretion of increasingly complex facts, skills and concepts. In visual arts the purpose of education is to enable the learner to become visually literate and expressive at a level consistent with their intellectual, emotional and physical development. To reach their potential for visual expression, students:

- apply reading, writing and verbal skills
- use mathematics as a tool for understanding time, space and quantity
- integrate learning from other subject areas and
- explore a discrete body of knowledge about the art discipline that entails facts, concepts and skills.

All of these are placed in the context of the child's own knowledge of and perception about themselves and the world around them. As the child grows older their world broadens from immediate and near to a synthesis of the personal, factual, abstract and global.

The standard course of study in visual arts is based on the conviction that the acquisition of knowledge and attainment of depth in understanding is based on a sequential introduction of materials, skills, concepts and information that must be repeated and broadened as the child grows in maturity and learns from the experience. Therefore, subject matter introduced in kindergarten will be reinforced at each succeeding grade and augmented by the introduction of new information, concepts and processes. For example, sensory exploration of materials is critical for the kindergarten child. It is equally important for the fifth grader, but they also have other appropriate modes of learning.

Classroom Environment

In grades K-2 children tend to be egocentric and family focused. The relationship they have with adult caregivers at home will be transferred to teachers at school. Because of the attention young children give to judgements made by adults, great care should be given to how their work is evaluated. Their art is truly a record of their mental development and thinking process. The art classroom is an environment that encourages the growth of social skills such as self-reliance, cooperative behavior and courtesy as students share supplies, perform classroom tasks, and make and discuss their work. Therefore an evaluation of student work at this level should reflect the objectives of the project(s) and not an adult judgement about which is "best." Creating a competitive atmosphere is highly discouraged.

Instruction

Importance is placed on fostering student confidence by involving children in art activities directly related to their own experience. The development of observation skills helps children make discoveries in their own environment. Exploration of their imagination is as highly valued as awareness of their immediate surroundings. Eye and hand coordination increase through the manipulation of art media and tools. From creating typically rudimentary forms and using limited linear symbols for objects, students move toward

developing a rich and detailed vocabulary of shapes to express thoughts/ideas.

The Elements of Art and Principles of Design are an essential part of the basic curriculum of Mathematics, Language Arts, and Science: color is science; shape/volume, space, line, balance, and pattern are math; and texture enhances language. Through teacher directed reading, children are introduced to books which combine words and imagery about diverse subjects to stimulate imagination for the creation of their own art. Children learn that telling a story and explaining many things can be done with pictures, words and symbols. Art is a place where students naturally use all areas of the curriculum.

Discovering the art of other times and places expands the child's concept of time. Art History and Social Studies are strongly linked. Students learn that different types of art have been valued. Art history, aesthetics and criticism are introduced in primary terms. Visual arts encourages children to go beyond "I like it" to explain what they enjoy about a particular work of art.

VISUAL ARTS - Kindergarten

The study of visual arts begins in Kindergarten with the introduction of skills and concepts that will be completely new for most of the children. Because of the children's different developmental levels when entering Kindergarten, it is expected that this year will emphasize joyful exploration and discovery; mastery is a process that will require repetition at subsequent grades.

The emphasis at this level is on:

- Personal experience and/or imagination
- Exploring a variety of media to develop fine and gross motor skills
- Learning care and use of tools and equipment
- Following safety rules
- Family, five senses, counting, and retelling stories in pictures
- Learning about a variety of artists and art forms, including architecture
- Art elements - color, shape and line

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Use immediate environment, including family, home and surroundings, as source of ideas.
1.02 Use imagination as a source of ideas.
1.03 Understand and follow step-by-step presentation of art activities.
1.04 Begin to develop appropriate art vocabulary
1.05 Develop symbols for visual expression
1.06 Select color according to emotional appeal
1.07 Explore a variety of media
1.08 Create work that does not conform to adult standards of realism.
1.09 Select artwork they "like the best" and simply explain why.
1.10 Illustrate poems, stories and rhymes
1.11 Use all the senses to gain information and awareness about their environment.
1.12 Perhaps find inspiration from a variety of artwork.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard1)

Objectives

2.01 Become familiar with a limited number of basic art media, techniques and processes which may include:
Drawing - crayons, oil pastels, non-toxic markers, brushes, computers, pencils, sidewalk chalk
Cut paper - glue, scissors, folding, bending
3-D - clay, paper, found objects, including wood scraps
Printmaking - stamps, gadgets, found objects, vegetables, monoprint

Painting - tempera, watercolors, large brushes, sponges, finger paint
Ceramics - pinch, coil, found stamps.

2.02 Explore media freely.
2.03 Develop fine and gross motor control
2.04 Utilize entire page when using 2-D materials.
2.05 Create a variety of lines, like thick and thin, curved or zigzag, etc.
2.06 Cut large and small shapes; double layers to produce identical shapes
2.07 Model clay by pressing; pulling, pinching, incising, stamping with found objects.
2.08 Create original pictures of self, others, animals and objects.
2.09 Render own thoughts and feelings visually.
2.10 Demonstrate proper use and care of materials and tools.
2.11 Use the art room rules for behavior, care and safety of equipment, tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Name and identify colors.
3.02 Identify primary and secondary colors.
3.03 Mix secondary colors
3.04 Identify different types of line: straight, crooked, curved, zig-zag, wide and thin.
3.05 Recognize that line can be used to define contour of shapes and forms.
3.06 Name different textures on surfaces, for example: rough, smooth, bumpy.
3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.
3.08 Recognize some shapes have names; some do not.
3.09 Begin to discuss his or her own work and that of others in terms of color, line, shape and texture.
3.10 Use the entire page as part of the composition.
3.11 Use solutions that do not rely on copying or tracing others work.
3.12 Recognize others may view or interpret differently.
3.13 Use his or her own ideas and feelings when creating artwork.
3.14 Respect the work of others when discussing art.
3.15 Explore a variety of materials.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Create art depicting self, family, friends, pets, home, school and community.
4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings.
4.03 Invent original and personal imagery from observation and imagination to convey meaning and not rely on copying or tracing another's work.
4.04 Find inspiration in the work of other artists from many cultures.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Recognize that people in many times and places have made art.
5.02 Recognize that art is created to fulfill personal and/or societal needs or purposes.

5.03 Recognize that an artwork may serve functional purposes.
5.04 Begin to relate to the concept of time personally ("when my grandfather was young…"), to famous people ("when George Washington was alive…"), and units of time (day, week, years).
5.05 Recognize that human beings create art to tell a story about their ideas and lives without words.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives
6.01 Relate important experiences in life to one's own art.
6.02 Accept others' work and ideas.
6.03 Recognize that no two people are alike; therefore, their artwork should be alike.
6.04 Begin to use art vocabulary for discussion.
6.05 Begin to describe and explain his or her own art and the art of others in response to guided questions.
6.06 Express one's feelings about a specific artwork.
6.07 Begin to understand there are varied responses to specific art works

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives
7.01 Make use of commonalties in the subject matter of visual arts and other disciplines.
7.02 Begin to realize what each discipline encompasses.
7.03 Begin to observe that objects can be handmade or machine made and that both have value.
7.04 Use current technology to learn about art and create one's own artwork.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives
8.01 Develop a positive attitude about working with art materials and the art making process.
8.02 Understand that people of all ages can enjoy making art based on shared knowledge of self, family and friends.
8.03 Begin to differentiate between man made objects and natural objects.

VISUAL ARTS - Grade 1

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Reading
- Recognizing that mistakes can be turned into creative opportunities
- Repetition, pattern, geometric shapes and texture
- Telling and recording original stories through art
- Observing how artists tell stories through their art

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Understand the purpose of the activity.
1.02 Uses logical sequence to complete an activity.
1.03 Develop fluency in use of symbols for visual expression.
1.04 Discuss and examine familiar objects and literature to inspire imagery.
1.05 Carefully observe and examine the world around them.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Become familiar with additional basic art media, techniques and processes which may include: fibers - papermaking and paper weaving.
2.02 Use various techniques to create visual effects using texture.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Use variety of geometric and organic shapes in creating own work.
3.02 Differentiates between geometric and organic shapes.
3.03 Recognize that pattern is created by repetition and uses pattern in own artwork.
3.04 Use a variety of techniques and imagery incorporating pattern and repetition.
3.05 Begin to explore more than one solution during the problem solving process.
3.06 Create visual textures with basic drawing, sculpture and painting tools..

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Recognize that an artist's work has certain characteristics that distinguish it from that of others.
4.02 Create, discuss and/or write simple stories about one's own artwork.
4.03 Produce work that shows attention to detail in one's surroundings.
4.04 Use imagination to interpret environments other than one's own

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Recognize that art from other times and cultures does not look the same.
5.02 Recognize that artwork from many cultures can be made of material that the student has experienced (wood, stone, paint, etc.)

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Relate important ideas and feelings visually.
6.02 Begin to use one's mistakes as part of the creative process.
6.03 Recognize that mistakes can be turned into opportunities for creative problem solving.
6.04 Show understanding that sometimes artistic endeavors fail because of reasons beyond one's control.
6.05 Recognize that the use of art elements by the artist can tell a story, or describe a feeling or mood.
6.06 Discuss artwork using the design principle of repetition.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Uses reading, writing and math in the creation of art.
7.02 Realize that advances in science and technology affect how things look and how they are done.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Recognize the difference between manmade objects and natural objects.
8.02 Begin to understand that man made objects were all designed and made by someone.
8.03 Begin to understand that some adults make art just for fun and others make art as a job.

VISUAL ARTS - Grade 2

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Awareness of themselves and their own community
- Trying a variety of techniques and imagery to enhance the design solution
- Emphasis and movement
- Weather and seasons
- Recognizing how artists create mood/emotions in their work
- Reality and fantasy

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Understand the process involved in using the media.
1.02 Plan and organize for creating art.
1.03 Develop strategies for imagining and implementing images.
1.04 Refine the form of visual symbols to more accurately define concepts.
1.05 Recognize that in a world of imagination there is no right or wrong, but that some solutions are better than others.
1.06 Use experimentation to find solutions.
1.07 Recognize that diverse solutions are preferable to predetermined visual solutions.
1.08 Recognize that images from reality and from fantasy may be used to create original art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Become familiar with additional art media, techniques and processes that may include: Cut paper - tape, and Printmaking - styrofoam, water soluble printing ink
2.02 Recognize specific media and processes
2.03 Express moods and feelings.
2.04 Produce visual effects and textures using each media.
2.05 Depict self and others in a variety of real and imaginary situations.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Incorporate a variety of lines in own artwork.
3.02 Use a horizon line to organize space.

3.03 Discuss how the viewer's eye moves through work of art.
3.04 Discuss and use opposites to create variety including big/little, light/dark, smooth/rough, tall/short, few/many.
3.05 Identify center of interest (emphasis) in a composition.
3.06 Create work which shows more complex organization.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives
4.01 Create, discuss, and/or write about whether the content of their artwork is reality or fantasy.
4.02 Create fantasy environments.
4.03 Begin to recognize that an artist's background and experiences are important in shaping an artist's work.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives
5.01 Identify main purpose for an individual artwork.
5.02 Identify selected characteristics of art from a particular culture.
5.03 Identify selected medium/techniques or processes used for an individual artwork.
5.04 Become aware of the ideas of time and history (what came before and after).
5.05 Begin to realize that there have been diverse cultures in the world and each culture has produced art.
5.06 Recognize selected works of art from various cultures.
5.07 Discuss common themes such as families, community life, and beauty.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives
6.01 Begin to understand that the purpose for a work of art affects how a work is made.
6.02 Find diversity in art as a natural and positive expression of individuality.
6.03 Value art that does not rely on copying or tracing others' work.
6.04 Apply knowledge gained from a failure, mistake or accident to help achieve a more successful effort.
6.05 Discuss artwork using the design principles of repetition, emphasis, and movement.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objective
7.01 Understand that a major purpose of the arts is the creation of an original work.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Begin to understand different ways people can make a living from creating works of art.

8.02 Discuss the involvement in art of people of all ages to include visiting museums, making art, reading or writing about art and artists, buying art, and teaching and volunteering in the arts.

VISUAL ARTS GRADES 3-5

Overview

In grades 3-5 children continue to be family centered, but an increasing emphasis will be placed on peer relationships. Students of this age still generally want to please the teacher, but they are not as demonstrative. This more independent behavior should not be construed as an indication that they care less about the teacher's opinion. The art classroom promotes self-discipline as students take responsibility for sharing space, and room and supply clean up. Respect for each other's opinions, work, and personal space must be encouraged.

Assessment

It is appropriate for the assessment process to be broadened to include self and peer participation in evaluating projects according to the established objectives. A noncompetitive atmosphere continues to promote student self-esteem.

Instruction

Students at this age display increased manual dexterity, however, their skills may not keep pace with their desire for increasingly realistic work. This may lead to self-consciousness and insecurity in their artistic ability. The teacher's role at this stage is to provide a positive working environment, facilitate growth of technical skills, and sharpen observational skills. Children use a broader range of subject matter and media. Ideas gained from independent reading are incorporated into their art. They grow more sophisticated in depicting movement, spatial relationships and emotions in their work.

Connections

Interdisciplinary connections are an inherent part of art. The transfer of the multi-stepped problem-solving process from one discipline to another is readily reinforced in these grades. The students realize that a sequence of choices or events leads to unique solutions in a variety of disciplines. The scientific method, math problem solving, the writing process, and completing an art assignment all follow the same pattern. Cognitively, students develop a sense of history, including an ability to distinguish between art created by different cultures. Students enjoy knowing and sharing information about various artists and the times in which they lived. A much greater verbal fluency, the incorporation of selected art vocabulary, and a focus on expressing oneself in a positive manner should typify class discussion about artwork. A variety of written genres may be used to reinforce and complement artistic expression.

VISUAL ARTS - Grade 3

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Research and personal interests
- Demonstrating ease in using a variety of media
- Use of space and balance in art
- Fables and myths, measurement, calligraphy, plants
- Differentiating between landscape, portrait and still life

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Expand the use of appropriate vocabulary.
1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.
1.03 Select color both for emotional appeal and realism.
1.04 Respond to positive attention and suggestions from others.
1.05 Discuss why one solution is better than another through comparison.
1.06 Refine images of self, pets, family, friends, and environment.
1.07 Elaborate on an idea or theme.
1.08 Develop the ability to work in small groups to reach a group goal which will be greater than any one individual might achieve alone.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Expands control and manipulation of the media and tools which may include the following:
Photography - sun prints
Drawing - chalk, fine and broad markers, colored pencils, creates a variety of lines with tip, point and side, computer and software.
Cut paper - papers, found objects, fibers, glue, sharp-edged scissors, curling, scoring and stapling, cutting a variety of single and multiple shapes.
3-D - paper mache, small hand tools.
Printmaking - cardboard
Painting - liquid acrylics, large and small brushes, computer and software.
Ceramic - coil construction, compound pinch and slab, addition, smoothing, self-created stamps.
Fibers - Knotting, small hand looms for fibers.
2.02 Explore unique properties and potential of materials.

2.03 Demonstrate increased fine motor skills.
2.04 Develop familiarity with specific media and processes.
2.05 Interprets actual textures in a variety of media.
2.06 Create portraits, still lifes and landscapes from real life observation or memory.
2.07 Depict self and others in a variety of real and imaginary situations with increasing detail.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives
3.01 Explore differences among actual, imaginary and applied texture in discussion and production.
3.02 Create a variety of visual textures using computers and basic drawing, printmaking, sculpture and painting tools.
3.03 Identify geometric shapes: circle, square, rectangle, triangle, diamond, oval, octagon, and pentagon.
3.04 Use a variety of geometric and organic shapes in creating own work.
3.05 Compare objects in space through relative size and position including such things as: overlapping, foreground, middle ground, background, and amount of detail.
3.06 Develop ability to discuss his or her own work and that of others in terms of art elements.
3.07 Recognize composition is using the elements of art to create an artwork.
3.08 Achieve balance in compositions through use of like or different objects.
3.09 Develop repetition to create pattern in one's own artwork.
3.10 Respect the work of others when critiquing art.
3.11 Consider numerous solutions during the problem-solving process.
3.12 Recognize symmetrical and asymmetrical balance.
3.13 Mix tints and shades.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives
4.01 Write fables and myths with details based on one's own artwork.
4.02 Use knowledge and imagination to interpret environments.
4.03 Interject personal point of view regarding one's own surroundings.
4.04 Interpret freely work by other artists, cultures or time periods to create original art.
4.05 Know, discuss, and/or write about how an artist's background and experiences are important in shaping that artist's work.
4.06 Know, discuss, and/or write about how an artist's environment and time makes one's own work different from that of other artists in other times or places.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives
5.01 Identify the main purposes for art in a society.
5.02 Differentiate between decorative and functional purpose in one's own artwork.
5.03 Identify specific works of art as belonging to a particular culture, time and place.
5.04 Identify media/techniques and processes used for an individual artwork.
5.05 Understand there have been many different cultures in the world and each culture

has produced art.
5.06 Name selected artist.
5.07 Name selected works by an artist.
5.08 Recognize that cultures have different ideas about art.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives
6.01 Understand that the purpose for a work of art affects how it is made.
6.02 Recognize diversity in art as a natural and positive expression of individuality.
6.03 Express own ideas and feelings visually and with fluency.
6.04 Express what can be learned from a mistake or accident of one's own or others.
6.05 Apply knowledge gained from a failure situation to help achieve a more successful effort.
6.06 Critique art work using proper art vocabulary.
6.07 Express one's own thoughts and feelings about a specific artwork.
6.08 Critique artwork in relation to design principles: emphasis, movement, repetition, space, and balance.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives
7.01 Begin to acknowledge similarities among all the arts including vocabulary, concepts, and use of composition.
7.02 Discuss how the artwork people produce reflects the times in which they live.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives
8.01 Recognize that people can derive satisfaction from involvement with art.
8.02 Understand ways people can make a living from creating works of art.
8.03 Understand that people can make a living in art related fields.

VISUAL ARTS - Grade 4

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this grade level is on:

- The ability to organize and sequence
- Incorporating multi-step processes
- Value
- North Carolina history, animals, symmetry, narrative writing
- Exploring the art of North Carolina
- Recognizing the styles of individual artists
- Comparing and contrasting art movements

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Expand the sense of environment to include global awareness as a source of ideas for imagery.
1.02 Create work which approaches a higher level of realism.
1.03 Depict sequence of events in artwork.
1.04 Use complex symbols to fully explore ideas.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Know about and correctly use stitchery needles and small hand tools.
2.02 Use additional art media, techniques and processes which may include:
Fibers - stitchery, a variety of fiber weaving techniques, felting and quilting
Cut paper - complex symmetrical folding and cutting;
Sculpture - experiments with varied tools including small hand tools.
2.03 Increase skills with familiar materials.
2.04 Demonstrate one's own thought and feelings visually, using sequential, visual narrative.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Mix tints, shades and tones.
3.02 Differentiate horizontal, vertical, parallel, and diagonal lines.
3.03 Compare relative positions of objects in space through color intensity and value.
3.04 Exercise flexibility when approaching a problem-solving situation.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Create extended visual narratives based on one's own life and experiences.
4.02 Discuss and/or write extended narratives based on one's own art.
4.03 Enumerate characteristics of artist's work that distinguish it from others.
4.04 Compare work of various artists' styles and cultures.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Recognize that art can serve more than one purpose and/or function in a given culture.
5.02 Make responses that are both knowledge-based and personal (objective and subjective).
5.03 Compare works of art from different times and cultures.
5.04 Compare works of art from one culture to that from another culture of the same time period.
5.05 Recognize an increased selection of works of art and artists.
5.06 Discuss themes which are most important to a particular culture.
5.07 Recognize that individuals are products of their own culture.
5.08 Explores the art and architecture of selected North Carolina artists.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Describe how people's experiences influence the development of specific artworks.
6.02 Understand experience varies from individual to individual and from culture to culture.
6.03 Critique artwork through the use of design principles: emphasis, movement, repetition, space, balance, and value.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Recognize that in a particular place or time, shared beliefs or knowledge will affect the ideas, issues or themes in all disciplines.
7.02 Identify how technology affects how things look and how they are done.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Discuss how some ways of making art are different than in the past but some are the same.
8.02 Discuss how there are art related jobs today that did not exist in the past such as photographer, videographer and computer artist.

VISUAL ARTS - Grade 5

The study of visual arts is cumulative and sequential to include learning introduced and emphasized previous grade levels. The emphasis at this grade level is on:

- Integrating and synthesizing subject matter, current events
- Evaluating results and recognizing which media will be successful in given situations
- Unity
- Cultures of the Americas, plants, interdependence
- Exploring the art of the Americas

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Use the imagination as a source for symbolic expression.
1.02 Practice a variety of methods of observation from different points of view to explore spatial relationships.
1.03 Use current events as a catalyst for the discussion and production of art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Use additional art media, techniques and processes, which may include:
Drawing - charcoal
Printmaking - easy cut, mixed media, collographs
3-D - wire
Photography - pin-hole cameras

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Recognize and apply the elements of art in an aesthetic composition.
3.02 Recognize and apply the design principles used in composition.
3.03 Develop repetition to create unity in one's own work.
3.04 Use variations to create interest in a composition.
3.05 Critique his or her own work and that of others in terms of design principles.
3.06 Recognize the validity of one's feelings and impressions when solving visual problems.
3.07 Recognize the value of intuitive perceptions in the problem-solving process when creating art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Compare and contrast the work of various artists' styles and cultures.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Begin to recognize that art is the visual record of the history of mankind.
5.02 Identify selected characteristics that make art of a particular culture unique.
5.03 Apply a knowledge of belief systems of selected cultures as reflected in the artwork of those cultures.
5.04 Compare art of one culture to that of another culture or time.
5.05 Recognize selected individual style characteristics of an artist.
5.06 Compare and contrast selected major artists and artwork.
5.07 Demonstrate a sense of history (what came before and after) regarding cultures and works of art.
5.08 Recognize there are many universal themes in art throughout history.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Respond to questions relating to purpose and appropriateness of works including: Why do you think this artist painted this way? How do the materials the artist used help get across the idea of the artwork?
6.02 Critique artwork in relation to design principles: emphasis, movement, repetition, space, balance, value, unity.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Identify similarities and differences between the visual arts and other disciplines.
7.02 Appreciate and speculate about how technology will precipitate additional artistic developments in the future.
7.03 Compare current technology to that of the past.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Examine the choice of art as a profession.
8.02 Recognize that art provides an opportunity for life long learning.
8.03 Begin to recognize that the creation of art requires creative and critical thinking skills that are used throughout life.

VISUAL ARTS 6-8

Overview

In grades 6-8, students own art making becomes infused with a variety of images and approaches. They are very aware of popular culture and may want to incorporate elements from this culture into their art. Students learn to accept that other's preferences may differ from their own but begin to appreciate multiple artistic solutions and interpretations. Questions asked in response to artwork become more refined and probing. Study of historical and cultural context gives students insight into the role of visual arts as a record of human achievement. As they consider artworks in historical perspective, students begin to gain a clearer understanding of what they themselves value.

The sixth grade level emphasizes exploration and discovery of visual arts. Students begin to form a foundation of learning about visual arts and continue to increase appreciation of visual arts. At the seventh grade level students continue to develop and explore through creative experiences. Their foundation of understanding and appreciation become stronger and continues to build. With the transition to eighth grade, the emphasis becomes more introspective as students move to develop their own level of competence and personal style.

In visual arts, the goals for this grade span are related and parallel. The goals, content, instruction, students outcomes and evaluation methods should increase in sophistication and complexity at each ensuing grade.

What Students Learn

As a result of learning in visual arts, students should be critical thinkers able to creatively solve problems using their knowledge and intuitive interpretations. They should become holistic in their approach to problem solving, being able to accept and evaluate within the structure of everyday society. They should be able to exercise flexibility in thought and work successfully with others while still retaining confidence in their own individual strengths. The visual arts student should apply retained knowledge to "think outside the box," ensuring they are valuable and contributing members of a team.

Integration

Visual arts are inherent in the lives and learning of all societies and cultures throughout history. The arts bridge knowledge, imagery and aesthetics across the humanities, mathematics and science. As a result of this interconnectedness, visual arts penetrates all areas of study causing synthesis in understanding for the learner.

Diverse Abilities

At the middle school level, all students enter visual arts with many diverse abilities, experiences and exposure. An important aspect of study at this level is to address individual needs at the point where they enter the program. The visual arts curriculum is flexible and may be expanded or compacted to meet the needs of the individual learner.

VISUAL ARTS - Grade 6

The emphasis for the grade level is on:

- Using media
- Imagining and implementing images
- Elaborating on an idea or theme
- Applying the elements of art and the principles of design
- Art as a means of communication and persuasion
- Interpreting the environment
- Visual arts purpose and function in history and cultures
- Contributions of visual arts in various cultures
- Purposes for creating works of art
- Identifying connections, and similarities and differences
- The impact of technology on the arts
- Art as a vocation and avocation

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Plan and organize for creating art.
1.02 Explore strategies for imagining and implementing images.
1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.
1.04 Recognize and identify ideas that artists get from a variety of sources.
1.05 Understand that ideas evolve over time.
1.06 Develop perceptual awareness through the use of all senses.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Recognize the unique properties of various media.
2.02 Explore and identify the use of a variety of materials using proper vocabulary and terminology.
2.03 Differentiate among techniques and processes for working with each materials.
2.04 Discover the expressive potential of various media and techniques.
2.05 Use art materials and tools in a safe and responsible manner.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Recognize and discuss the elements and principles found in the environment.

3.02 Recognize and discuss the elements and principles of design in an aesthetic composition.
3.03 Recognize and discuss how diverse solutions are preferable to predetermined visual solutions.
3.04 Recognize and discuss the value of intuitive perceptions in the problem-solving process.
3.05 Recognize and discuss how artists use the elements and principles of design to impact the environment.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives
4.01 Recognize and discuss art as a means of communication and persuasion.
4.02 Understand the use of life surroundings and personal experiences are used to express ideas and feelings visually.
4.03 Interpret the environment with realistic imagery.
4.04 Convey meaning through original imagery that does not rely on copying, tracing, patterns or duplicated materials.
4.05 Recognize and discuss the personal imagery and style of various artists.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives
5.01 Demonstrate an understanding that the visual arts have a history, purpose and function in all cultures.
5.02 Identify specific works of art as belonging to a particular culture, time and place.
5.03 Discover relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Recognize and discuss the existence of art movements, periods, and styles.
5.05 Recognize and discuss the existence of universal theme in art throughout history.
5.06 Recognize and discuss the aesthetic diversity of various cultures.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives
6.01 Describe various purposes for creating works of visual art.
6.02 Describe how people's experiences influence the development of specific artworks.
6.03 Acknowledge and discuss how other's work and ideas are unique expression of themselves.
6.04 Acknowledge and explain how unsuccessful efforts can be a constructive part of growth in the creative process.
6.05 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
7.02 Identify ways the art elements and design principles interrelate with other arts disciplines.
7.03 Identify characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
7.04 Identify how various technology affects visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Develop and discuss an awareness of art as an avocation.
8.02 Develop and discuss an awareness of art as a profession.

VISUAL ARTS - Grade 7

The emphasis at this grade level is on:

- Organizing and creating art
- Development of ideas over time
- Techniques and processes for working with a variety of materials
- Using a variety of media and techniques
- The elements and principles of design
- Artistic solutions
- Interpreting the environment
- Inventing original imagery
- Aesthetic diversity of various cultures
- How art can meet its intended purpose
- How art elements and design principles relate to all arts areas
- The impact of future technology on the arts
- Art as a vocation or avocation

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Expand knowledge for organizing and creating art.
1.02 Develop strategies for imagining and implementing images.
1.03 Explore a variety of solutions in solving creative problems.
1.04 Understand and discuss that ideas from reality and from fantasy may be used to create original art.
1.05 Demonstrate the development of ideas across time.
1.06 Recognize and discuss the use of multiple senses in visual arts.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Identify various media techniques from visual examples.
2.02 Explore and identify the unique properties and potential of materials using proper vocabulary and terminology.
2.03 Learn various techniques and processes for working with each material.
2.04 Use a variety of media and techniques in an expressive manner.
2.05 Discuss and develop the concept of safety as it relates to art tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Explore and discuss the elements and principles of design found in the environment.
3.02 Explore and apply the elements and principles of design used in an aesthetic composition.
3.03 Explore and discuss that diverse solutions are preferable to predetermined visual solutions.
3.04 Explore and discuss the value of intuitive perceptions in the problem-solving process.
3.05 Explore and discuss the value of experimentation in the problem-solving process.
3.06 Explore and discuss how artists use the elements and principles of design to impact the environment.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Use visual arts to persuade and communicate ideas.
4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and meanings visually.
4.03 Interpret the environment through art.
4.04 Invent original imagery to convey meaning.
4.05 Explore how artists develop personal imagery and style.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Identify the history, purpose and functions of visual arts in various cultures.
5.02 Describe characteristics of specific works of art that belong to a particular culture, time and place.
5.03 Describe relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Explore and discuss the existence of art movements, periods, and styles.
5.05 Explore and discuss the existence of universal theme in art throughout history.
5.06 Explore the aesthetic diversity of various cultures.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Explain how a work of art can meet its intended purpose.
6.02 Identify the influences that had the greatest impact on a given work of art.
6.03 Explain how other's work and ideas as unique expression of themselves.
6.04 Incorporate constructive growth learned from unsuccessful efforts into the creative process.
6.05 Critique artwork evaluating meaning, feeling, mood and ideas in oral and written expression.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Explain connections, similarities and differences between the visual arts and other disciplines.
7.02 Explain various ways the art elements and design principles interrelate with other arts disciplines.
7.03 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
7.04 Discuss and describe the impact future technology will have on visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Identify and discuss visual arts as an avocation.
8.02 Identify and discuss how broad visual arts is as a profession.
8.03 Research how art provides an opportunity of involvement, both vocationally and avocationally.

VISUAL ARTS - Grade 8

The emphasis at this grade level is on:

- Planning and organizing for unique and original solutions
- Seeking inspiration from other artists
- Using increasingly complex ideas and original expressions
- Developing expressive media techniques to reach an original and personal solution
- Developing original solutions
- Using environmental imagery
- The history, purpose and function of visual arts
- Evaluating the effectiveness of a work of art
- Critiquing artwork
- Interpreting and analyzing
- Assessing the ways art enhances all aspects of life

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Plan and organize for unique and original solutions.
1.02 Refine strategies for imagining and implementing images.
1.03 Analyze various solutions to solving creative problems to determine which are better.
1.04 Solve problems using images from fantasy and reality.
1.05 Choose and apply the best ideas among those developed over time.
1.06 Develop solutions that incorporate the use of a variety of senses.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Discriminate in deciding the effectiveness of various media techniques to reach an artistic solution.
2.02 Apply materials such that their unique properties and potential impact the artistic solution.
2.03 Apply a variety of techniques and processes when working with each material.
2.04 Determine an original solution through expressive media techniques.
2.05 Understand the historical and personal implications of the proper use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Understand how artists use the elements and principles of design to impact their environment.
3.02 Develop original solutions that effectively apply the elements of art in an aesthetic composition.
3.03 Apply diverse original solutions in the problem solving process.
3.04 Apply intuitive perceptions in the problem-solving process.
3.05 Apply diverse experimental solutions in problem-solving.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Communicate and persuade through visual arts.
4.02 Develop the use of life surroundings and personal experiences to express ideas and feelings visually.
4.03 Utilize environmental imagery to create artwork with personal meaning.
4.04 Invent original and personal imagery to convey ideas that are both personal and have meaning.
4.05 Develop personal imagery and style.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Consider the history, purpose and function of visual arts and analyze their impact on various cultures.
5.02 Explain the impact of a particular culture, time and place on a specific work of art.
5.03 Compare and contrast relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Explain the impact of art movements, periods, and styles.
5.05 Explain the impact universal themes in art throughout history have had on specific works of art.
5.06 Explain the impact of current culture on your personal style, attitude and techniques.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Evaluate the effectiveness of a work of art in meeting its intended purpose.
6.02 Evaluate the ways in which a work of art reflects or communicates the diverse experiences of the artist.
6.03 Interpret how a given work of art expresses the uniqueness of the individual artist.
6.04 Evaluate and reflect on the impact of various decisions made throughout the creative process.
6.05 Critique artwork evaluating purpose, tone and style in an oral or written expression.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Interpret and analyze connections, similarities and differences between the visual arts and other disciplines.

7.02 Demonstrate various ways the art elements and design principles interrelate within all arts disciplines.

7.03 Compare and contrast characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.

7.04 Apply various technologies in order to effect visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Assess the ways art enhances all aspects of life.

8.02 Assess the criteria to pursue visual arts as a profession.

VISUAL ARTS 9-12

Description

The High School visual arts program will build upon prior art knowledge and experience developed through study at the elementary and middle school levels. The six strands - perceiving, producing, knowing, communicating, evaluating, and connecting - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students will build upon their cumulative knowledge and experience of art in order to grow in their ability to describe, interpret, evaluate, respond, and produce. They continue to use a wide range of subject matter, symbols, meaningful images, and visual expression. Visual arts programs at this level generally consist of Art I through IV along with a wide variety of additional art courses that may be offered by individual schools. Any of these courses can be used to help students meet the education goals for a comprehensive visual arts program. It is the responsibility of teachers and students to choose from among the array of possibilities offered to accomplish specific education objectives in specific circumstances.

Program

As one progresses from course to course in high school, problems become increasingly more challenging and demand greater knowledge. Art experiences move from the simple to the complex. They build from self to others, from familiar to unfamiliar, from the immediate environment to ever expanding ones, from general to more specific, from less abstract to more abstract, and from differentiated to more differentiated forms. Sequenced instruction enables students to develop and advance their understanding and application of visual art concepts and skills from foundation level in Art I to the higher level of sophistication in Art IV, even though the goal and objective remains the same. A student in Art I who is planning and organizing to create artwork, is doing so with a rudimentary understanding of what is meant by planning and organizing. A student in Art IV who is planning and organizing to create artwork, is planning with an accumulated knowledge of processes, skills, techniques, understanding of other artists and media that has been acquire over time. This latter student makes more informed and sophisticated choices about planning and organizing.

As an example, students in Art I learn about color and color theory – what it is and how it is used – usually at the teachers' direction. In Art II students make choices as well as use and apply color and color theory with greater fluency and flexibility to solve an assigned problem. In Art III students make more informed independent choices about the use of color and expressing thoughts and ideas with its use. In Art IV, students create color usage in innovative ways.

Classroom Work

Classroom work is composed of comprehensive and sequential experiences that promote and emphasize students' development of independent, creative and complex thinking. Instruction focuses on artistic inquiry, reflective thinking and problem-solving skills. Students learn vocabulary and concepts associated with various types of work in visual arts study. They are empowered to think and reason in visual ways.

Flexibility

High school course work is designed to meet individual needs of students with a wide range of ability levels. Some students have had art sequentially in grades K-8, some have had limited visual arts instruction, while others have had private art instruction outside the public school or may be virtually self-taught. The standard course of study in visual arts is designed to have enough flexibility to allow for variations in students' backgrounds. It is designed to further enhance and develop their ability to reach goals and objectives and to reach their highest level of potential. Students follow a sequential and challenging program. They are introduced to new ideas and concepts that require commitment to learning, self-discipline and the use of imagination.

Diverse Abilities

At this level, students' knowledge, experiences and abilities vary widely which yields a diverse population of learners. Artworks of growing depth, sophistication and technical fluency reflect the students' emotional, intellectual and physical maturation. Students develop increasing abilities to pose insightful questions about critical, analytical, historical and creative processes of art. They use these questions to examine works of art and express evolved ideas about visual relationships, aesthetic qualities, artistic character and the nature of human involvement relating art to life.

Outcomes

Through visual arts courses students learn to use art media, techniques and processes to communicate context, ideas and themes. They are encouraged to develop an understanding of the relationship among art forms, and between their work and the work of others. They are able to relate understandings about the historical and cultural context of art to situations in contemporary life. They are expected to develop a broad and in-depth understanding of the meaning and impact of visual arts and the visual world in which they live.

VISUAL ARTS I

Art I is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the foundation level for art study throughout high school. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing two-dimensional and three–dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment. Problem solving and decision making are emphasized throughout Art I.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Plan and organize for creating art.
1.02 Devise and use strategies for imagining and implementing images.
1.03 Create multiple solutions in problem solving and discuss that some solutions are better than others.
1.04 Recognize and discuss that concepts and images from a variety of sources can be used to create original art.
1.05 Show how ideas develop and evolve over a period of time.
1.06 Manipulate sensory stimuli to develop perceptual awareness.
1.07 Use the vocabulary of art in written and oral form.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Explore and discuss unique properties and potential of art materials.
2.02 Demonstrate techniques and processes for working with each art material.
2.03 Communicate and express ideas through a variety of materials and techniques.
2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork
2.05 Demonstrate the safe and responsible use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Recognize, apply and evaluate the elements of art in an aesthetic composition.
3.02 Recognize, apply and evaluate the design principles used in composition.
3.03 Use intuitive perception to solve problems.
3.04 Use experimentation to solve problems.

3.05 Use critical thought and analysis in the problem-solving process.
3.06 Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.
4.02 Interpret the environment through art.
4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
4.04 Research and discuss how artists develop personal imagery and style.
4.05 Apply subjects, symbols and ideas in artworks and use the skills gained to solve problems in daily life.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Know that the visual arts have a history, purpose and function in all cultures.
5.02 Identify specific works of art as belonging to particular cultures, times and places.
5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Describe the existence of art movements, periods, and styles.
5.05 Describe universal themes that exist in art throughout history.
5.06 Recognize and discuss that cultures have different aesthetics and each individual is a product of his or her culture.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Describe the various purposes for creating works of visual art.
6.02 Describe how people's experiences influence the development of specific artworks.
6.03 Accept other's work and ideas as unique expression of themselves.
6.04 Explain why what is not understood is sometimes devalued.
6.05 Explain how the constructive role of failure is often a part of the creative process.
6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
6.07 Explain the varied responses to specific artworks.
6.08 Accept and offer constructive criticism.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.

7.03 Read about and discuss universal themes that exist within the arts disciplines.
7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
7.05 Discuss and explain how current technology impacts visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives
8.01 List and discuss art related avocations.
8.02 List and discuss art professions.
8.03 Articulate how art provides an opportunity for lifelong learning.

VISUAL ARTS II

Art II builds on the student's technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in Art II in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner which allows for independent choices and personal solutions to problems. The approach to art experiences is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed in Art II.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Plan and organize for creating art.
1.02 Develop strategies for imagining and implementing images.
1.03 Discuss the qualities of multiple solutions and devise a framework for making good choices.
1.04 Acquire concepts and images from a variety of sources to create original art.
1.05 Show how ideas develop and evolve over a period time.
1.06 Develop perceptual awareness through the use of all senses.
1.07 Expand a working knowledge of the vocabulary of art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Continue to explore unique properties and potential of materials and media.
2.02 Use appropriate techniques and processes for working with each material.
2.03 Communicate and express ideas through a variety of materials and techniques.
2.04 Evaluate and select materials, techniques and processes to facilitate the creation of work.
2.05 Demonstrate the safe and responsible use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Recognize, apply and evaluate the elements of art in an aesthetic composition.
3.02 Recognize, apply and evaluate the design principles used in composition.
3.03 Demonstrate the value of intuitive perceptions in the problem-solving process.
3.04 Demonstrate the value of experimentation in the problem-solving process.
3.05 Demonstrate the value of critical thought and analysis in the problem-solving process.

3.06 Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Use life surroundings and personal experiences to visually express ideas and feelings.
4.02 Interpret the environment through art.
4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
4.04 Research and demonstrate how artists develop personal imagery and style.
4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Know that the visual arts have a history, purpose and function in all cultures.
5.02 Identify specific works of art as belonging to particular cultures, times and places.
5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Research and write about the existence of art movements, periods, and styles.
5.05 Research and write about the existence of universal themes in art throughout history.
5.06 Recognize that cultures have different aesthetics and each individual is a product of his or her culture.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Understand there are various purposes for creating works of visual art.
6.02 Describe how people's experiences influence the development of specific artworks.
6.03 Accept other's work and ideas as unique expression of themselves.
6.04 Recognize that what is not understood is sometimes devalued.
6.05 Recognize the constructive role of failure as a part of the creative process.
6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
6.07 Understand there are varied responses to specific artworks.
6.08 Accept and offer constructive criticism.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Identify connections, similarities and differences between the visual arts and other disciplines.

7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
7.03 Further explore universal themes that exist within the arts disciplines.
7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
7.05 Develop the use of current technology and its impact on visual arts.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives
8.01 Develop an awareness of art as an avocation.
8.02 Develop an awareness of art as a profession.
8.03 Discover that art provides an opportunity for lifelong learning.
8.04 Investigate the necessary preparation to pursue various careers in visual arts.

VISUAL ARTS III

Art III builds on skills from Art II with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Teachers help students form goals, become familiar with careers, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through visual, verbal, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to development of a personal philosophy of art. In Art III, students will assemble a portfolio based on technical quality, personal style, direction, and its intended purpose.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Plan and organize for creating art.
1.02 Develop strategies for imagining and implementing images.
1.03 Develop multiple solutions, discuss their quality, and apply to creative problem solving.
1.04 Utilize concepts and images from a variety of sources to create original art.
1.05 Show how ideas develop and evolve over a period of time.
1.06 Continue to develop perceptual awareness through sensory stimuli.
1.07 Continue to expand a working knowledge of the vocabulary of art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Continue to explore unique properties and potential of materials and media.
2.02 Utilize techniques and processes for working with each material.
2.03 Communicate and express ideas through a variety of materials and techniques.
2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork.
2.05 Demonstrate the safe and responsible use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Recognize, apply and evaluate the use of elements of art in an aesthetic composition.
3.02 Recognize, apply and evaluate the design principles used in composition.
3.03 Assess the value of intuitive perceptions in the problem-solving process.
3.04 Assess the value of experimentation in the problem-solving process.
3.05 Assess the value of critical thought and analysis in the problem-solving process.

3.06 Demonstrate the ability to form and defend judgements about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Further expand the use of life surroundings and personal experiences to express ideas and feelings visually.
4.02 Interpret the environment through art.
4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
4.04 Explore and compare how artists develop personal imagery and style.
4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Know that the visual arts have a history, purpose and function in all cultures.
5.02 Identify specific works of art as belonging to particular cultures, times and places.
5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Recognize and differentiate the existence of art movements, periods, and styles.
5.05 Recognize, identify and classify universal themes in art throughout history.
5.06 Recognize and identify different aesthetics among cultures and the impact of the culture and aesthetics on the individual.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Understand there are various purposes for creating works of visual art.
6.02 Describe and analyze how people's experiences influence the development of specific artworks.
6.03 Accept other's work and ideas as unique expression of themselves.
6.04 Recognize that what is not understood is sometimes devalued.
6.05 Recognize the constructive role of failure as a part of the creative process.
6.06 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
6.07 Understand, compare and explain there are varied responses to specific artworks.
6.08 Accept and offer constructive criticism.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Identify connections, similarities and differences between the visual arts and other disciplines.

7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
7.03 Utilize universal themes that exist within the arts disciplines.
7.04 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
7.05 Continue to develop the use of current technology and its impact on visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives
8.01 Develop an awareness of art as an avocation.
8.02 Develop an awareness of art as a profession.
8.03 Discover that art provides an opportunity for lifelong learning.
8.04 Develop a plan for preparation for further study in visual arts beyond high school.

VISUAL ARTS IV

In Art IV students develop, clarify, and apply their philosophy of art and art making developed in Art III through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the Art IV student. A portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. Students take part in planning and installing an exhibition of their work.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Plan and organize for creating art.
1.02 Develop strategies for imagining and implementing images.
1.03 Develop multiple solutions, discuss their quality, and apply to creative problem solving.
1.04 Evaluate and refine concepts and images from a variety of sources to create original art.
1.05 Show and evaluate how ideas develop and evolve over a period of time.
1.06 Continue to develop perceptual awareness through sensory stimuli.
1.07 Cultivate a working knowledge of the vocabulary of art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Focus exploration on the unique properties and potential of materials and media.
2.02 Refine techniques and processes for working with each material.
2.03 Communicate and express ideas through a variety of materials and techniques.
2.04 Evaluate and select materials, techniques and processes to facilitate the creation of artwork.
2.05 Demonstrate the safe and responsible use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Recognize, apply and evaluate the use of elements of art in an aesthetic composition.
3.02 Recognize, apply and evaluate the design principles used in composition.
3.03 Assess the value of intuitive perceptions in the problem-solving process.
3.04 Assess the value of experimentation in the problem-solving process.
3.05 Assess the value of critical thought and analysis in the problem-solving process.
3.06 Demonstrate the ability to form and defend judgements about the characteristics and structures to accomplish commercial, personal, communal or other purposes of art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Refine and clarify the use of life surroundings and personal experiences to express ideas and feelings visually.
4.02 Interpret the environment through art.
4.03 Invent, develop and refine original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
4.04 Explore, compare and assess how artists develop personal imagery and style.
4.05 Apply subjects, symbols, and ideas in artworks and use the skills gained to solve problems in daily life.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Know that the visual arts have a history, purpose and function in all cultures.
5.02 Identify specific works of art as belonging to particular cultures, times and places.
5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Recognize, differentiate and evaluate the existence of art movements, periods, and styles.
5.05 Recognize, identify, classify and evaluate universal themes in art throughout history.
5.06 Recognize and identify different aesthetics among cultures and the impact of the culture and aesthetics on the individual.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Understand there are various purposes for creating works of visual art.
6.02 Describe, analyze and assess how people's experiences influence the development of specific artworks.
6.03 Accept other's work and ideas as unique expression of themselves.
6.04 Recognize that what is not understood is sometimes devalued.
6.05 Recognize the constructive role of failure as a part of the creative process.
6.06 Critique artwork using verbal and written expression incorporating: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas.
6.07 Understand, compare and evaluate the varied responses to specific artworks.
6.08 Accept and offer constructive criticism.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
7.03 Utilize and appraise universal themes that exist within the arts disciplines.
7.04 Compare and synthesize characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
7.05 Continue to develop the use of current technology and its impact on visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Develop an awareness of art as an avocation.
8.02 Develop an awareness of art as a profession.
8.03 Discover that art provides an opportunity for lifelong learning.
8.04 Refine their portfolio and its presentation for job interviews and college placement.

VISUAL ARTS - All Other Electives

Other art course offerings are designed to reinforce and build on knowledge and skills developed through the competency goals. The six basic strands – perceiving, producing, knowing, communicating, evaluating, connecting – provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment to develop an increasing awareness of sensory stimuli. They have experiences in producing two-dimensional and/or three-dimensional artworks using a variety of media, techniques and processes, which are specific to the art course offered. As a result, their thoughts and ideas will be communicated creatively. The student's imagination is challenged to foster reflective thinking and develop disciplined effort and problem-solving skills. Oral and written analysis and evaluation of art works will develop critical thinking skills. An understanding of the connections that the arts have to culture, history, other disciplines, and careers will be developed. These courses will be developed by individual school systems according to the needs of their students. Advanced levels of other art course offerings should reflect the appropriate focus level, competency goals, and objectives.

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Plan and organize for creating art.
1.02 Develop strategies for imagining and implementing images.
1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.
1.04 Recognize that images from reality and from fantasy may be used to create original art.
1.05 Show development of ideas across time.
1.06 Develop perceptual awareness through the use of all senses.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Explore unique properties and potential of materials.
2.02 Learn techniques and processes for working with each material.
2.03 Use different media and techniques expressively.
2.04 Use art materials and tools in a safe and responsible manner.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Recognize and apply the elements of art in an aesthetic composition.

3.02 Recognize and apply the design principles used in composition.
3.03 Recognize that diverse solutions are preferable to predetermined visual solutions.
3.04 Recognize the value of intuitive perceptions in the problem-solving process.
3.05 Recognize the value of experimentation in the problem-solving process.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives
4.01 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.
4.02 Interpret the environment through art.
4.03 Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.
4.04 Explore how artists develop personal imagery and style.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives
5.01 Know that the visual arts have a history, purpose and function in all cultures.
5.02 Identify specific works of art as belonging to particular cultures, times and places.
5.03 Compare relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Recognize the existence of art movements, periods, and styles.
5.05 Recognize the existence of universal theme in art throughout history.
5.06 Recognize that cultures have different aesthetics and each individual is a product of his or her culture.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives
6.01 Understand there are various purposes for creating works of visual art.
6.02 Describe how people's experiences influence the development of specific artworks.
6.03 Accept other's work and ideas as unique expression of themselves.
6.04 Recognize the constructive role of failure as a part of the creative process.
6.05 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.
6.06 Understand there are varied responses to specific artworks.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives
7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
7.02 Describe ways the art elements and design principles interrelate within all arts disciplines.
7.03 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
7.04 Recognize how current technology affects visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Develop an awareness of art as an avocation.
8.02 Develop an awareness of art as a profession.
8.03 Discover that art provides an opportunity for lifelong learning, both vocationally and avocationally.

GLOSSARY
Visual Arts Standard Course of Study

Acrylic Paint: A fast-drying synthetic paint made from acrylic resin.

Aesthetics: The study or theory of the beautiful, in taste or art.

Analogous Colors: Colors that are closely related to each other because a common color can be found; for example: blue, blue-violet, violet colors.

Analysis: Identifying and examining separate parts as they function independently and together in creative works and study of visual arts.

Asymmetrical: A type of balance where elements are arranged differently on each side of an imaginary midline.

Background: The area that appears to be farthest away or behind the other objects.

Balance: Parts of a picture arranged symmetrically or asymmetrically so that areas seem to have equal visual weight.

Ceramics: Functional and decorative objects made from clay.

Clay: A pliable natural earth.

Collograph: A printing block made from objects and textures glued to a surface.

Color: An element of art defined as the effect of light reflecting from an object onto the eye.

Composition: Organization of elements in space.

Concept: An abstract general notion; an idea.

Content: In visual arts, the meaning of an image, beyond its overt subject matter, including the emotional, intellectual, symbolic, thematic, and narrative connotations.

Context: A set of interrelated conditions (such as social, economic, political) in visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts, and that define specific cultures and eras.

Creative Thinking: Able to see and make things in a new or different way.

Critical Thinking: Shows or requires careful analysis before judgment.

Criticism: The art, process, or principles used to analyze and judge literary or artistic works.

Design: To create a work of art by combining elements of art into a planned whole.

Elements of Art: Those components that make up a composition: line, value, space, texture, shape/form and color.

Experimentation: To search out by trial.

Expression: In visual arts, a process of conveying ideas, feelings, and meanings, through selective use of communicative possibilities.

Felting: The process of making non-woven fabric from fibers through the application of heat, moisture and pressure.

Foreground: The area that appears to be nearest and in front of the other objects.

Geometric: Shapes that are made using specific mathematical formulas and are named such as circle, hexagon, etc.

Image: A physical likeness or representation of a person, animal, or thing, photographed, painted, or sculptured; a thought from the imagination made visible.

Imagery: Mental images.

Imagination: The process of creating a mental picture of something that is unlike things one has seen.

Incising: Scratching lines into a surface.

Intensity: Refers to the brightness or dullness of a color; amount of saturation.

Intuitive: Perceived immediately by the mind, instinctive knowledge or feeling.

Line: The path of a moving point that is made by a tool, instrument, or medium as it moves across an area.

Loom: A device used for weaving.

Medium/Media: Materials used to create an image.

Middle Ground: The area that appears between the foreground and background.

Monoprint: One print, that can not be duplicated, made by pressing paper onto an inked or painted surface.

Movement: In visual arts, the direction or flow in artwork.

Organic: Any living or natural shape that is not geometric.

Paper-mache: Paper pulp mixed with wheat paste and molded into three-dimensional forms.

Paper Making: The process of creating paper using water, fibers, or recycled papers.

Pattern: A principle of design where an element or combination of elements are repeated in a planned way.

Perception: Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images and feelings.

Perceptual Awareness: Knowing, discerning as a result of perceiving or insight, intuition.

Photography: The art or process of producing images by the action of light on surfaces sensitized by chemical processes.

Pin Hole Camera: A camera, usually handmade, that uses a pin hole aperture in place of a lens.

Portrait: Artwork that shows the face or figure of a person.

Primary Colors: The basic colors that can't be reduced into component colors and can be used to mix all other colors.

Principles of Design: The way the elements of art such as balance, movement, pattern/repetition, unity/variety and emphasis are used to create a composition.

Printing Ink: Ink used specifically for printing.

Printmaking: The art of using a printing plate or stamp to create one or a series of multiple originals called prints.

Process(es): Progressive course(s), a series of changes, a method of creating.

Quilting: The process of making art using two or more layers of fabric that are then stitched in a pattern through all the layers.

Repetition: A principle of design, where an element is used more than once.

Score: In paper sculpture, to crease using a semi-sharp object for easy folding; in clay, to slash or cut before joining pieces.

Sculpture: Carved, cut, hewn, cast, molded, welded or assembled into three dimensional representations, forms, or figures.

Secondary Colors: Colors made by mixing two primary colors. When red, yellow and blue are used as primary colors, the secondary colors are orange, green and violet.

Shade: A dark color achieved by changing the value of a color by adding black.

Space: An element of art that is the area in and around objects in a composition.

Still Life: An arrangement of inanimate objects.

Stitchery: Artwork made by using a needle and thread or yarn to create a design.

Style: An artist's special way of creating art; the style of an artwork helps determine how it is different from other artworks.

Symbol: An image, sign, or element, such as color, that is understood, by convention or context, to suggest some other meaning.

Symmetrical/Symmetry: A type of balance in which elements are arranged the same on each side of an imaginary line.

Technique: A special way to create artwork, often by following a step-by-step procedure.

Technology: Electronic media (such as video, computers, compact discs, lasers, audio tape, satellite equipment) used as tools to create, learn, explain, document, analyze, or present artistic work or information.

Texture: An element of art that is the way an object feels or looks like it feels.

Tint: A light color achieved by changing the value of a color by adding white.

Tone: A color mixed with black and white, a grayed color.

Unity: A principle of design which is the quality of having all parts look as if they belong together; achieved by proximity or repetition.

Value: An element of art that describes the relative lightness or darkness of a color.

Variety: Differences achieved by changing elements in a composition to add interest.

Weaving: A process and product created by interlacing strands of material.